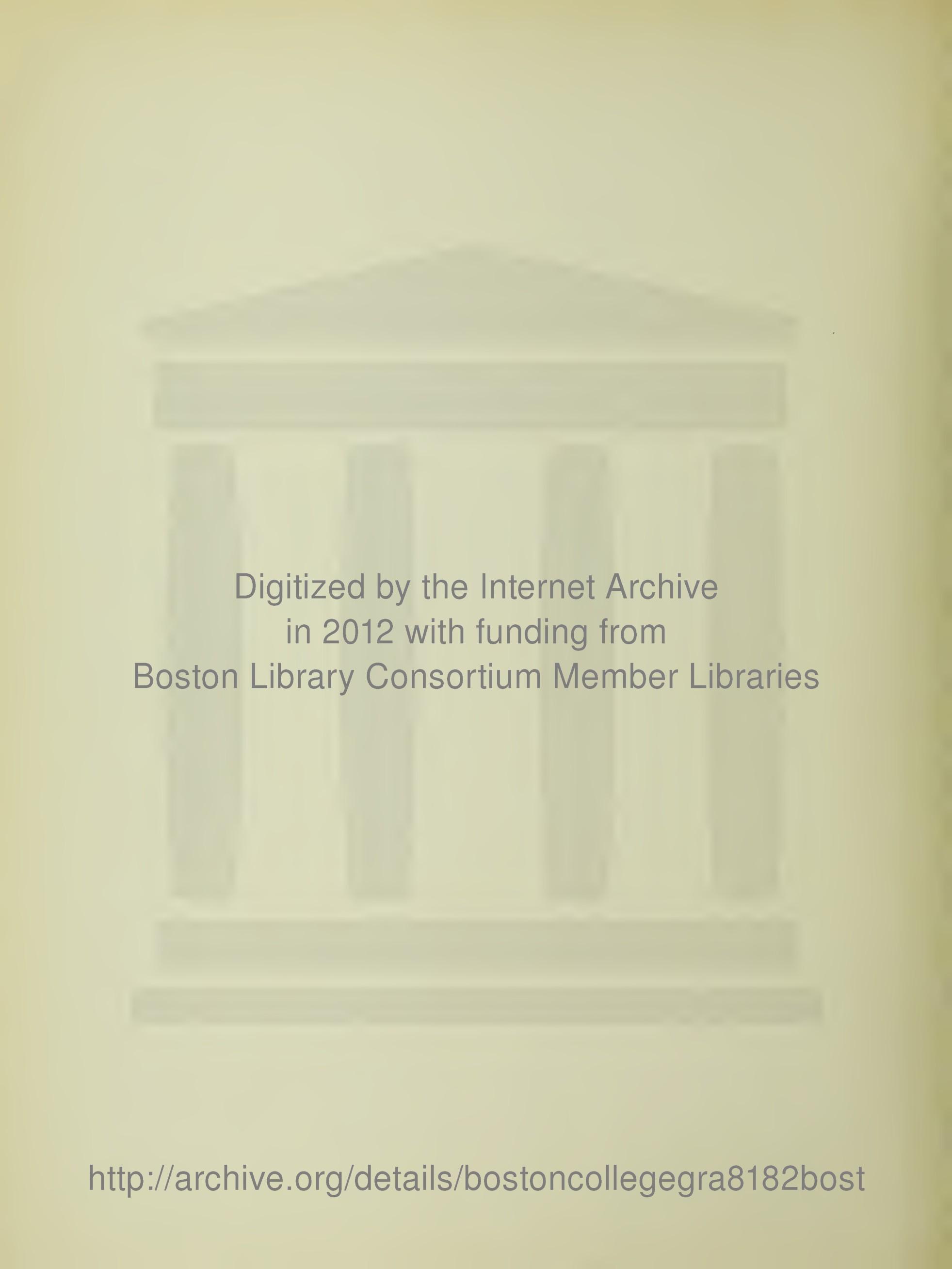




Boston College Bulletin

Graduate Catalog 1981–82

April 1981

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Boston College Bulletin

Graduate Catalog 1981-82

Boston College, Chestnut Hill, Massachusetts 02167

617-969-0100

Boston College Bulletin

The Boston College Bulletin contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The Boston College Bulletin is published six times a year in August, September, October, February, March and April.

Boston College is committed to providing equal opportunity in

Volume LI, Number 5, April, 1981

education and in employment regardless of race, sex, marital or parental status, religion, age, national origin or physical/mental handicap. As an employer, Boston College is in compliance with the various laws and regulations requiring equal opportunity and affirmative action in employment, such as Title VII of the Civil Rights Act and Federal Executive Order #11246. Boston College's policy of equal educational opportunity is in compliance with the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Amendments Act of 1972, and Section 504 of the Rehabilitation Act of 1973.

The Registrar's Office wishes to thank the Office of Communications for permission to use their pictures throughout this publication.

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Boston College



The University

Having been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States.

During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Accreditation of the University

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges of Nursing, the American Association of Colleges for Teacher Education, the American Assembly of Collegiate Schools of Business, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association for Continuing Higher Education, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Association of Jesuit Colleges and Universities, the International Association of Universities, the International Association of Catholic Universities, the Interstate Certification Compact, the National Catholic Education Association, the National League for Nursing, the New England Association of Schools and Colleges, the National Council for Accreditation of Teacher Education, Phi Beta Kappa, and other similar organizations.

The Libraries

The Boston College Libraries offer a wealth of resources and services to support the teaching and research activities of the university. The book collections are approaching a total of one million volumes, and approximately 5,000 periodical titles are currently received.

Membership in two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resources of the Boston College Libraries, providing Boston College faculty and graduate students with special research needs access to the millions of volumes and other services of the member institutions.

Through membership in New England Library Information Network (NELINET), there is on-line access to publishing, cataloging and interlibrary loan location from the OCLC, Inc. data base, which contains over three million records from the Library of Congress and the more than 1000 contributing institutions.

A recent and growing development has been the provision of customized computer searching of a wide range of data bases in the humanities and social sciences, science, and business.

Information on use of the libraries is contained in the Guide to the Boston College Libraries and other leaflets and pamphlets available in the libraries.

Bapst Library, the main library for the university, contains the research collection in the humanities, social sciences, and education. There are approximately 500,000 volumes, 4,135 active serials, a large collection of government documents, and an excellent collection of reference and bibliographic works. Outstanding special collections include the Francis Thompson Collection, the Irish Collection, Jesuitana, the Nicholas M. Williams Memorial Ethnological Collection, the Morrissey Memorial Collection of Japanese prints, and the Liturgical Collection.

The School of Nursing Library, one of the outstanding nursing libraries in the country, is the major campus resource for the literature of the health sciences. The collection of 34,000 volumes, 620 periodicals, pamphlets, doctoral dissertations and microform provides comprehensive coverage of nursing, with selective coverage of medicine and related topics. The Frederick J. Kennedy Learning Resource Center accommodates audiovisuals in the same subject areas.

The Science Library serving the departments of biology, chemistry, geology and geophysics, mathematics, and physics, has holdings of more than 57,000 volumes with 550 periodical subscriptions and most of the important scientific indexes. A specialized collection of more than 11,000 volumes and nearly 100 periodicals on Earth Sciences is located in the Geophysics Library at Weston Observatory.

The School of Social Work Library contains a collection of approximately 25,000 volumes and over 300 periodical titles, government documents, pamphlets and student theses. Materials cover the areas of professional social work, case work, social planning, child and family welfare, and community organization and research. Government and voluntary agency publications comprise much of the pamphlet collection.

The School of Management Library has special subject strengths in banking, economics, investment, marketing, and computer science. The over 60,000 volumes include trade directories, investment manuals and services, government publications, and 900 business periodicals. There is also a large collection of corporate annual reports and census files.

The Law School Library, located on the Newton Campus, is a well-rounded collection of legal and related materials in excess of 125,000 volumes. The collection is basically Anglo-American in character but has substantial and growing collections of international, comparative and foreign law materials.

The Resource Center, presently sharing the library facility at the Newton Campus with the Law School Library, has holdings of approximately 25,000 volumes, strong in the fine arts, with an extensive record collection.

The Campus

Located on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative and student service facilities are on the middle campus; and the lower campus includes modular and apartment residences as well as recreational and parking facilities.

The Newton campus is a 40-acre tract located one and one-half miles from the Chestnut Hill campus. It also contains classrooms, dormitories, athletic areas and student service facilities.

Equal Opportunity in Education

Boston College is an academic community whose doors are open to all students without regard to race, religion, age, sex, marital or parental status, national origin, or handicap. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences. This policy of equal opportunity and non-discrimination in education underlies all of the graduate and undergraduate programs and services of the University, including admissions, financial aid, housing, access to all course offerings, extracurricular programs and activities, athletics, counseling and testing, health services and all other student services. The University's Office of Affirmative Action coordinates the implementation of this policy and is available as a resource to all students as well as faculty and staff.

Confidentiality of Student Records

As a matter of necessity, Boston College continuously records a large number of specific items relating to its students. This information is

necessary to support its educational programs as well as to administer housing, athletics and extracurricular programs. The College also maintains certain records such as employment, financial and accounting information for its own use and to comply with state and federal regulations. Boston College has committed itself to protect the privacy rights of its students and to maintain the confidentiality of its records. In addition, the College endorses and complies with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), a federal statute which requires that students be permitted to review records in their files and offers them the possibility of correcting errors which they may discover. Students or others seeking more complete information regarding their specific rights and responsibilities of the University will find copies of the Family Educational Rights and Privacy Act of 1974 and the rules and regulations for compliance with the Act on file in the University Library or in the Office of University Policies and Procedures in More Hall.

The College routinely makes available to the general public directory information on its students in the following categories: a student's name, address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Unless advised to the contrary, the School will make this information available. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information. These forms are on file in the Registrar's Office and should be filled out at the beginning of each semester for which they are to be enforced.

Tuition and Fees

All tuition and fees are due in full at the time of registration in the Graduate School of Arts and Sciences and in the School of Management. The tuition in the Graduate School of Social Work and in the Law School is due semi-annually by August 15, 1981 and by December 15, 1981. There is a \$100.00 late processing fee for payments received for first semester after September 25, 1981 and for second semester after February 12, 1982.

No late Registration accepted after September 25, 1981 for first semester and February 12, 1982 for second semester.

Graduate School of Arts and Sciences**

Tuition per semester hour	\$ 170.00
Auditor's tuition per semester hour	85.00

School of Management, Graduate Division**

Tuition per semester hour	180.00
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Graduate School of Social work**

Tuition	5260.00
Tuition per semester hour, MSW	150.00
Tuition per semester hour, DSW	170.00

Law School**

Tuition	5625.00
Tuition per semester hour	260.00

**Students cross-registering in graduate programs pay tuition rates of the school in which they are registered.

Graduate General Fees

Acceptance Deposit

Grad SOM—part-time	100.00
full-time	200.00
Law School	150.00
Social Work—part-time	50.00
full-time	200.00

Activity fee—per semester—

full-time (7 credits or more per semester)	7.00
part-time (less than 7 credits per semester)	3.50

Application fee (non-refundable)

Grad A&S	30.00
Grad SOM	30.00
Social Work	30.00
Law School	40.00

Certificates, Transcripts

Doctoral Comprehensive Fee—per semester	1.00
Continuation fee for Ph.D. or D.Ed. Cand.—per semester	8.00

170.00

Continuation fee for Master's Thesis Direction—per semester	170.00
Copyright fee (optional)	25.00
Graduation fee—Master's degree or certificate	30.00
Doctor's degree	35.00
Laboratory fee—per semester	7.00-100.00
Late Registration	25.00
Microfilm and binding—Doctoral thesis	50.00
Microfilm and binding—Master's thesis	45.00
Nursing Preceptor fee	
Second Term (Nu 756, 758)	300.00
Third Term (Nu 759, 761)	500.00
Registration fee per semester (non-refundable)	7.00
Student Identification Card	5.00

The Trustees of Boston College reserve the right to change the tuition rates and to make additional charges within the University whenever such action is deemed necessary.

Withdrawals and Refunds

Fees are not refundable.

Graduate tuition is cancelled subject to the following conditions:

- 1) Notice of withdrawal must be made in writing to:
University Registrar
Boston College
Lyons 101
Chestnut Hill, Massachusetts 02167
- 2) The date of receipt of written notice of withdrawal by the University Registrar determines the amount of tuition cancelled.
- 3) The cancellation schedule shown below will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

First Semester Second Semester

by Sept. 11, 1981	Jan. 29, 1982	80% of tuition charged is cancelled
by Sept. 18, 1981	Feb. 5, 1982	60% of tuition charged is cancelled
by Sept. 25, 1981	Feb. 12, 1982	40% of tuition charged is cancelled
by Oct. 2, 1981	Feb. 26, 1982	20% of tuition charged is cancelled

No cancellations are made after the 5th week of classes.

If a student does not wish to leave any resulting credit balance in his or her account for subsequent use, he or she should request the Controller's Office in writing to issue a rebate.

Recent Federal regulations issued by the Office of Education established new procedural guidelines applicable to the treatment of refunds whenever the affected student has been the recipient of financial assistance through any program authorized under Title IV of the Higher Education Act of 1965. These guidelines pertain to the National Direct Student Loan, the Basic Educational Opportunity Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, and the Guaranteed Student Loan programs. In such cases, the regulations require that a portion of any refund be returned to the Title IV Program. Further, if a student withdraws, the institution must determine if any cash disbursements of Title IV funds, made directly to the student by the institution for non-instructional purposes, is an overpayment that must be repaid to the Title IV program. University policy developed to comply with the new regulations at Boston College will be available upon request from the Financial Aid Office and will be published in future University publications.

Financial Aid

Note: As a result of a new policy recently approved by the University, all students who receive financial aid from or through Boston College will be required to file a Financial Need Document. This requirement has always applied to students receiving various need-based Boston College or federal aid but has been expanded to other groups of students whose aid from Boston College has been awarded on a different basis (e.g., graduate students receiving all types of assistantships, stipends, fellowships, scholarships, loans, etc.) The Financial Need Document is required each year but the information provided does not affect the student's award unless the awarding department or agency chooses to make a need-based award.

Boston College administers a variety of assistance programs to help students finance their education when their own and their families' resources are inadequate for this purpose. It is a fundamental prin-

ciple of financial aid, however, that the student's first resource must be his or her own earning capacity, followed by the income and assets of his or her immediate family.

To enable the college to make a proper judgment as to the amount and kind of assistance for which a student is eligible, a copy of the tax return and a Graduate And Professional School Financial Aid Statement (GAPSFAS) must be filed along with the Boston College Financial Aid Application. GAPSFAS Forms, tax returns, and B.C. financial aid applications must be filed each year whether or not the student has filed previously.

The College's estimate of a student's need is based on an analysis of information supplied on the Graduate And Professional School Financial Aid Statement and tax return. Frequently, various forms of assistance must be combined to meet the student's need. In the event that an applicant receives other assistance after aid has been awarded, the college may be required to adjust the total amount of aid accordingly. All financial aid resources are limited, and it is our intent to use these resources in such a way that the greatest number will benefit. Students are expected to report outside awards which they obtain.

Students are required to save \$800 from summer earnings each year. Graduate students are expected to apply for a Guaranteed Loan through their bank as the first element in their financial aid package.

Most financial aid available through the Financial Aid Office (whether federal or state) is awarded primarily on the basis of financial need. Need is determined by using the forms indicated above and is re-examined annually. Students with the greatest need are generally given preference for most financial aid programs and thus tend to receive larger financial aid packages.

All financial aid recipients must be in academic good standing and must be maintaining satisfactory progress in their course of study. Satisfactory academic progress and academic good standing is defined by the dean of each school at B.C. Students should check with their respective deans for this definition. If a student is not maintaining satisfactory academic progress and is not in academic good standing, the student should consult with his or her dean to determine what steps must be taken to reestablish his or her status and, thus, eligibility to receive financial aid.

Specific information on the various programs, the conditions and procedures governing financial aid awards, and the various financial aid deadline dates, can be found in sources such as the chapter entitled "Policies and Procedures" of the Boston College Student Guide, or in the Boston College Financial Aid Application, the Boston College Financial Aid Award Letter, the Financial Aid Brochure, and the Financial Aid Dates and Deadlines Letters. Students are expected to be familiar with the contents of these sources as well as the other materials or documents which may be distributed by the Boston College Financial Aid Office.

Every student who receives funds through one or more federal student aid programs must complete the affidavit on the B.C. application form stating that all funds received through these programs will be used solely for educationally related purposes, and attesting to or confirming his/her understanding of various other conditions.

The following types of aid are available individually or in combination:

Nursing Scholarship Program

The Department of Health Manpower provides funds to at least half-time students via a Nursing Scholarship Program. Awards are made on the basis of need, as determined by the GAPSFAS and tax return and are renewable upon reapplication. Under this program the maximum award that can be made to a student is \$2,000 a year, although limited funding in this program usually results in considerably smaller awards. It is anticipated that the federal government will soon terminate this program.

National Direct (formerly Defense) Student Loans

Amounts awarded are for at least half-time students and are based on need. Undergraduates are limited to a combined total of \$3,000 for the first two years and a combined total of \$6,000 for all undergraduate years. Graduate students are limited to a combined total of \$12,000 for undergraduate and graduate years. Veterans will automatically be considered independent of their parents when considered for this loan.

No interest is charged until repayment begins. Ordinarily a repayment period of 10 years is permitted, at an interest charge of 4% on the unpaid balance, beginning 6 months after graduation. Information on grace periods and cancellation provisions can be obtained from the student loan office in More Hall 302.

Nursing Student Loans

At least half-time students may apply for up to \$2,500 per academic year. Amounts awarded will be based on student's need. No interest is charged on loans until repayment period begins. A repayment period of 10 years is permitted with interest of 3% charged on the unpaid balance. Repayment period begins 9 months after graduation with a period of deferral allowed for time spent in full-time graduate study, active duty in military service or Peace Corps service.

For any Nursing Student Loans awarded after September, 1979 there are no longer any provisions for cancellation of part or all of the loan in return for employment as a nurse. Loans are cancelled for death or permanent disability.

Nursing students are expected to seek other sources of loans (e.g. HELP) due to limitations of funds in this program.

Law Enforcement Education Program

In-service employees who received an award for the 80-81 academic year may be eligible to receive up to \$1500 in assistance (a combination of grant and loan). More detailed information may be obtained by contacting the Financial Aid Office at Boston College. Ordinarily a repayment period of 10 years is permitted at an interest rate of 4% on the unpaid balance, beginning 6 months after the student leaves school. The university may now extend the repayment period up to 10 additional years for certain low income individuals. Contact the Student Loan Office for more specific information. Deferments are extended for the following reasons: (1) Volunteer service in a private non-profit, VISTA or Peace Corps type organization; (2) Service as an officer in the U.S. Public Health Service Commissioned Corps; (3) Temporary total disability; and (4) Service in an internship preceding a professional practice. Also, no payments are required as long as the student remains at least a half-time student at the undergraduate or graduate level. All deferments are followed by a six-month grace period. Deferments and grace periods are not included in the 10 year maximum repayment period.

More detailed information on the rights and obligations of the borrower will be provided when the signing of the promissory note takes place.

College Work-Study (Summer Term)

With the assistance of Federal funds, the Financial Aid Office is able to provide to at least half-time students employment opportunities either on the campus or in various public or private non-profit off-campus agencies. Students are limited by B.C. to 15-20 hours per week during the school year and 35-40 hours per week during the summer or other school vacations and are paid on a weekly basis. Eligibility is based on need and earnings must be related to total educational costs. Students must be awarded Work-Study by the Financial Aid Office for each work period before they can be authorized for employment by the Student Employment Office. For more information on this process, please consult the list of important dates and deadlines published by the Financial Aid Office.

Student Employment Program

Some opportunities are provided for part-time employment throughout the school year. The limitation on hours makes it unlikely that students can earn more than a portion of tuition during the course of the year in this fashion.

Since all on-campus regular employment of any kind must be counted as a resource, students receiving other financial aid should check with the Financial Aid Office to be sure that additional earnings will not jeopardize the other financial aid awards.

Students should consult the Student Employment Office for more employment information.

Guaranteed Student Loan (HELP)

Effective January 1, 1981 students can apply for these loans through a bank, preferably one their family has dealt with in the past. Yearly limits as well as total loan limits are as follows:

Category of Borrower	Yearly Limits	Total Limits
Dependent Undergraduate	\$2,500	\$12,500
Independent Undergraduate	\$3,000	\$15,000
Graduate or Professional	\$5,000	\$25,000

The total amount for graduate or professional students includes loans obtained at the undergraduate level. The new interest rate has been raised from 7 percent to 9 percent for any new student borrower who obtains a loan under the GSLP on the date the promissory note is signed. Students whose loans carry a 9 percent interest rate will be subject to a fixed 6 month grace period.

The interest rate will remain at 7 percent on loans made to student borrowers with outstanding GSLS. If a borrower does not have any GSL indebtedness on the date the promissory note is signed but the loan is made for a period of instruction beginning prior to January 1, 1981, the interest rate will still be at 7 percent. New loans borrowed at the 7 percent interest rate continue to carry the 9-12 month grace period.

If a student is having difficulty obtaining a loan from their bank they should contact the Financial Aid Office.

Outside Scholarships

A limited amount of outside scholarships are available through town, state, and private agencies. Information in this area may be obtained directly from the source of the funds or from the Financial Aid Office.

Student Services

AHANA Student Programs

(Afro-American, Hispanic, Asian and Native American)

The goal of this office is to promote the optimal academic achievement of AHANA students at Boston College, especially those identified as being at an educational disadvantage. Among the services offered by this office are: tutorial assistance; academic advisement; individual and group counseling; tracking of academic performance; and career counseling. In addition to these services, the office assists various AHANA student organizations in developing and implementing programs designed to reflect the beauty, richness and diversity of differing cultures.

Athletics

The objective of the Boston College Athletic Association is to provide members of the entire university community with the opportunity to participate in, at the involvement level of one's choice, a program of physical activity which complements their spiritual, academic, cultural and social growth.

To meet the needs of a diverse community, the Athletic Association offers activities at five levels: unstructured recreation, instruction, organized intramural sports, club sports and intercollegiate competition.

Graduate students have the same privileges as undergraduates, with the exception of eligibility for varsity-level intercollegiate competition.

Career Planning and Placement Center

The Career Planning and Placement Center provides information, resources, and counseling as part of its educative service to students and alumni to assist them in making intelligent job and career choices and ways-of-life decisions. In addition to group meetings, career nights, and workshops, students and alumni can obtain personal counseling with professionally trained staff, and also avail themselves of the services of Graduate Assistants. Other services include campus recruiting; credentials; graduate school data; binders of current job opportunities; reference data on occupations, employers, school systems, hospitals, and employment trends; internship job listings and advisement; and resource data on other aspects of job and career needs. The Center is located at 38 Commonwealth Avenue.

Chaplains

The Chaplains Office strives to deepen the faith of Boston College students by offering opportunities to discover, grow in, express and celebrate the religious dimensions of their lives in personally relevant ways. In addition, it works to foster justice by developing social awareness and to build a sense of community as a Christian value in the whole University. Offices are located in McElroy Commons, Room 215.

Counseling and Mental Health Services

Evaluation and referral services are provided to graduate students by the University Counseling Services. Students may request an appointment at any one of the Counseling Offices on the Chestnut Hill campus (Gasson 108; Fulton 205; Cushing 102; Campion 301). Following evaluation referrals to other agencies will be proposed as appropriate.

Boston College is affiliated with the College Mental Health Center of Boston in the Prudential Center. Graduate students may obtain evaluations and referrals at this facility either through referral from a Counseling Office, the University Health Services, or by contacting the Center directly for an appointment at 262-3315.

Dean of Students

The Office of the Dean of Students offers rehabilitative counseling and interprets University policies designed to safeguard and enhance the rights of the individual and the University community. It is also responsible for the Murray House Commuter Center, the Women's Resource Center, the Student Judicial System, the Student I.D. Program, and the Program for Handicapped Students.

Dining Facilities

The University offers service in four dining areas for resident students with a complete and nutritionally-balanced menu: McElroy Commons, Stuart Hall at Newton, Kirkwood Hall at 19 South Street in Brighton, and the New Dining Facility on St. Thomas More Road. In addition students may use their coupons in several a la carte cash-type facilities also available to non-board students because of the increased flexibility of the Meal Plan. Additional coupons are available at one-half price, if required, to any student eating more than the average. The cost for the Base Plan is \$717.00 per semester. In addition, the impact of Proposition 2½ may force Governor King to reinstitute a Meal's Tax in Massachusetts for students, which will have an effect on the dollars the students are paying for their Plan.

The Meal Plan is mandatory for Resident Students living in Upper Campus, South Street, Newton, and the New Dormitory on St Thomas More Road. The Board Plan Office, Ext. 3525 and 3533 will provide information on request which may be very helpful to those who do not understand the Meal Plan.

Graduate Student Association

The Graduate Student Association (GSA) is a representative body of graduate students from Arts and Sciences, the School of Social Work, and the School of Management. Together, these groups provide a graduate student voice in the University.

The primary purpose of the GSA is to coordinate and augment the efforts of students, graduate organizations, faculty, and administrators in improving graduate student life and more fully integrating graduate students in the overall Boston College community.

Each graduate department elects one representative to the GSA Council. This Council serves to strengthen the collective voice of Graduate Students in matters concerning their welfare on campus. At present, there are over thirty representatives on the Council, while other graduate students serve on the University-wide committees.

The GSA sponsors social, cultural, and educational events for graduate students. In addition, orientation activities are held at the beginning of each semester for incoming graduate students. Publications include a Guide for the New Graduate Student and periodic newsletters informing all graduate students of activities and issues which concern them. A schedule of events will be available during September and January.

The GSA maintains an office, lounge, and conference room in Philomathia Hall, 86 Commonwealth Avenue (on the Chestnut Hill campus). This space can be reserved for small, informal gatherings. In addition, these rooms are open daily for study and relaxation.

The GSA obtains its financial resources by assessing each graduate student an activity fee of \$7.00 per semester for full-time students and \$3.50 per semester for part-time students.

Health Services

The primary purpose of the Health Service is to meet the immediate health needs of the students and to assist them in maintaining an

optimal level of health through educative services. The Department has two units: a clinic located in Cushing Hall on the Chestnut Hill Campus, and a 21-bed infirmary located in Keyes House South on the Newton Campus. Emergency service is also provided.

The Health/Infirmary Fee is optional for graduate students, but it must be paid in order to utilize the University Health Services. A health insurance policy cannot be used to pay for these services.

The Health/Infirmary Fee is not a substitute for a health insurance policy, and the University strongly recommends that all students be covered additionally by an appropriate health insurance policy for hospital care and diagnostic testing.

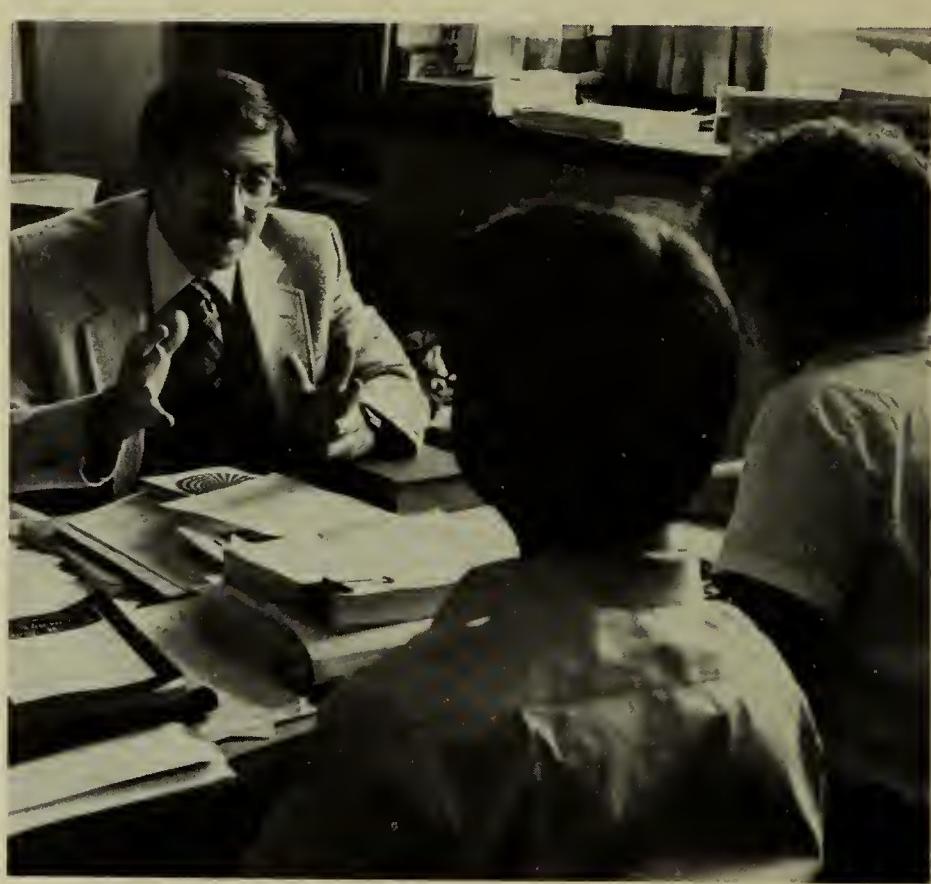
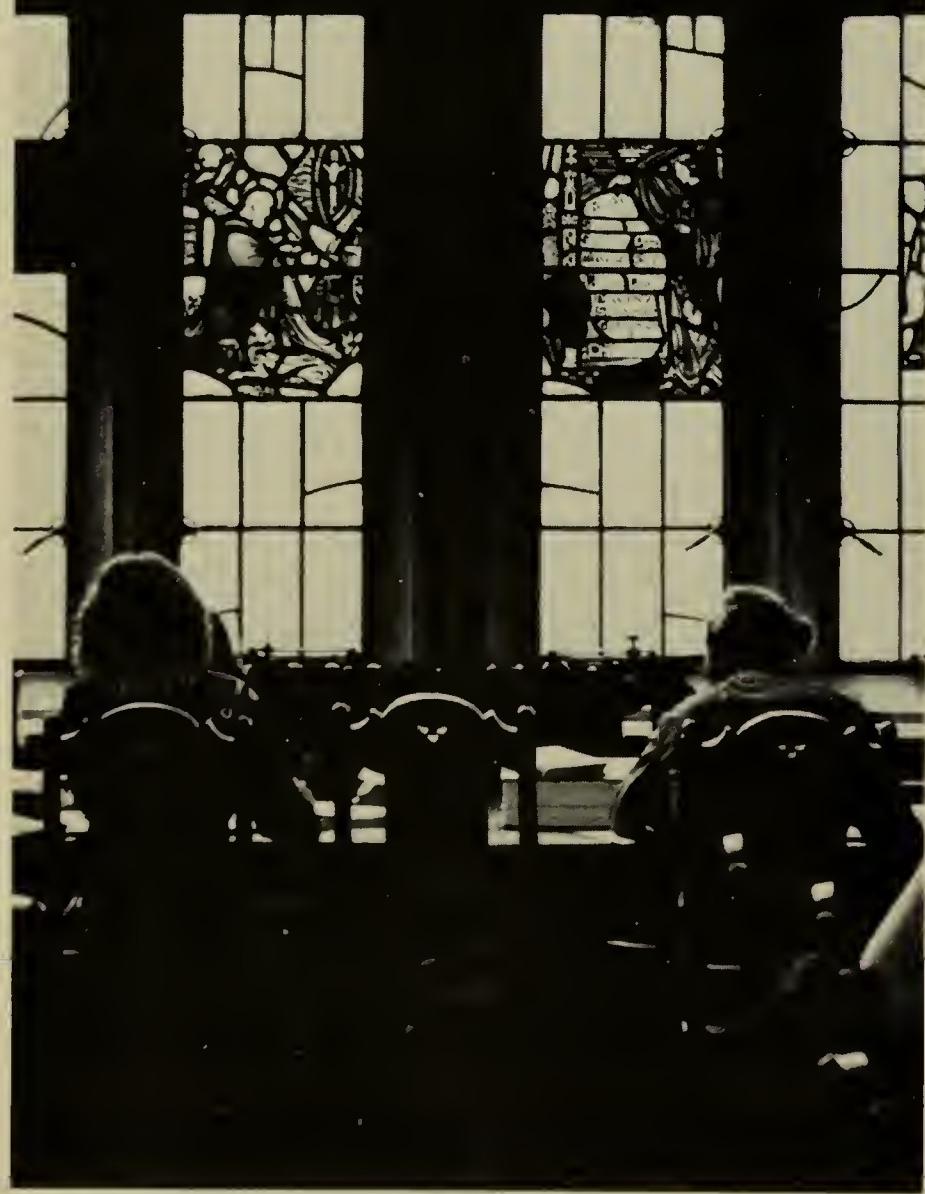
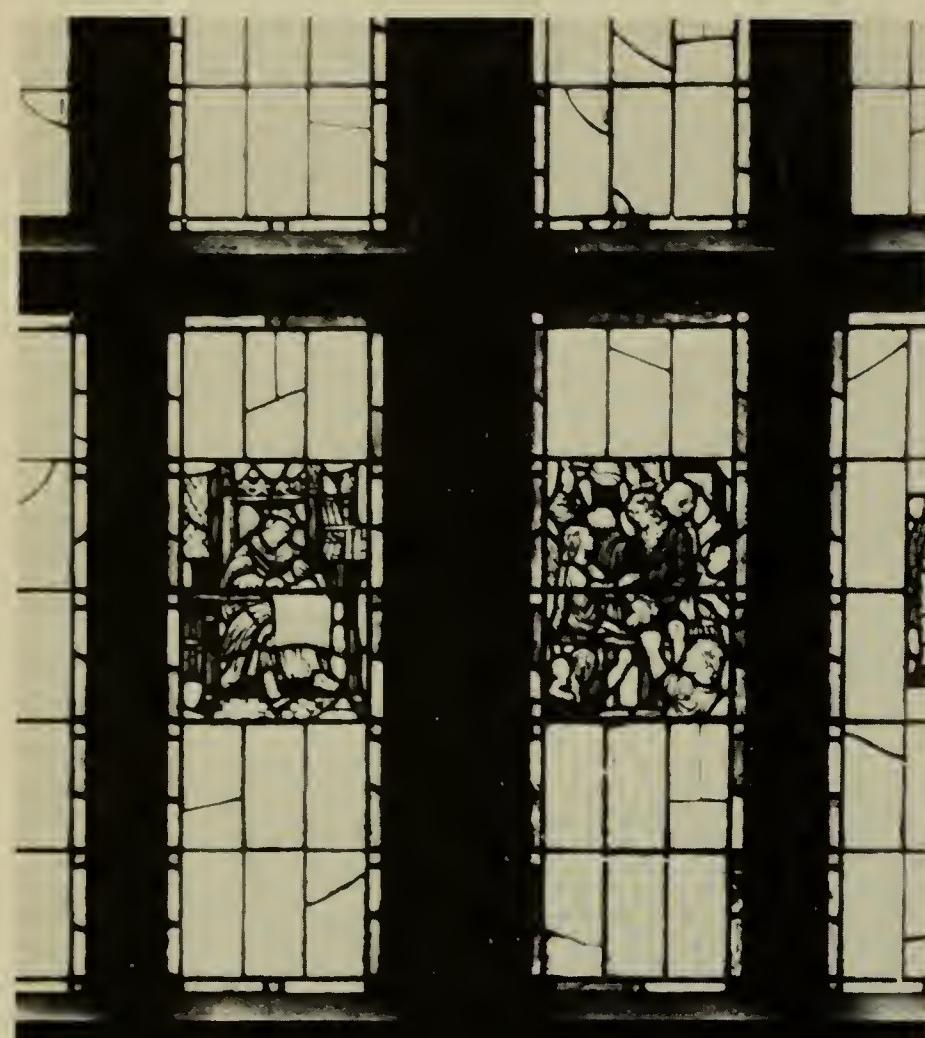
An informational brochure detailing the school health services at Boston College is available at the Health Services Office, Cushing Hall, Room 119. Insurance information can also be obtained there.

Student Programs and Resources

The place of student activities in the experiences of a college student has great potential for contributing to his/her overall development. Among the services offered by the Office of Student Programs and Resources are the coordination of student organizations, the publication of the Student Guide and the management of the Ticket Booth, Orientation Program and O'Connell Student Union.

The Office of Student Programs and Resources also serves as a focal point for international students attending Boston College.

Graduate School of Arts & Sciences



Graduate School of Arts and Sciences

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Doctor of Education (D.Ed.), Master of Arts (M.A.), Master of Science (M.S.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), Master of Science in Teaching (M.S.T.), and to a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Certificate of Advanced Graduate Studies (C.A.G.S.) in English.

General Information

The Graduate Admissions Office, McGuinn Hall 221, is open from 9:00 to 4:30, Monday through Friday, to assist persons making preliminary inquiries. Applicants who are U.S. citizens or permanent U.S. residents should obtain their application materials from the department concerned and non-U.S. citizens may obtain their application material from the Graduate Admissions Office.

The Boston College Bulletin is obtained from the departments and the Schedule of Courses Booklet is published by the University Registrar for each student prior to registration. The Foreign Student Office, the Office of the Dean of Students, and the Graduate Student Association Office provide special services for students in non-academic areas.

Graduate School Programs and Degrees

Depts. of Instruction	Ph.D.	D.Ed.	M.A.	M.A.T.	M.S.	M.S.T.	M.Ed.	C.A.E.S.	C.A.G.S.
Biology	X				X	X			
Chemistry	X				X	X			
Classical Lang.			X	X					
Economics	X		X	X					
Education	X	X	X	X		X	X		X
English	X		X	X					X
Geology & Geophysics					X	X			
History	X		X	X					
Mathematics			X			X			
Nursing					X				
Philosophy	X		X						
Physics	X				X	X			
Political Science	X		X	X					
Psychology	X								
Romance Lang.	X		X	X					
Slavic & Eastern Lang.			X	X					
Sociology	X		X	X					
Theology	X		X						
American Studies			X						
Med. Studies			X						
Slavic Studies			X						
Religious Ed. & Pastoral Ministry	X		X			X	X		

MASTER'S PROGRAMS

Requirements for Degrees of Master of Arts, Master of Science, and Master of Education

Acceptance

Candidates for the master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in

the proposed area of study. In case of deficiencies, prerequisites may be earned in the Graduate School by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of 6 credits.

Course Credits

A minimum of 30 graduate credits is required for each master's degree. No formal minor is required, but with the approval of his or her major department a student may take a limited number of credits in a closely related area. No more than 6 graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under Transfer of Credit.

Language Requirement

The extent and nature of the language requirements are the responsibility of the department concerned. See departmental description.

Master's Comprehensive Examination

The candidate for a master's degree must pass a departmental comprehensive examination which may be oral, written, or both, as determined by the department. Each candidate should consult his or her major department to learn the time and nature of the comprehensive examination. Registration for comprehensives will take place directly with the individual departments. Questions on the nature and exact date of examinations should be directed to the department chairperson or director. The following grading scale is used: pass with distinction (PwD), pass (P), low pass (LP), and fail (F). Generally within two weeks, notification of examination results will be sent in writing to the Registrar's office and the individual student. A candidate who fails the Master's Comprehensive Examination may take it only one more time.

Thesis

Some programs require or allow the option of a thesis. It is the responsibility of the student to become familiar with the regulations of his or her major department. A maximum of 6 credit hours, attained by registering for Thesis Seminar 801, is allowed for the thesis. The thesis is done under the supervision of a director and at least one other reader assigned by the department. Students who have completed 6 credits under Thesis Seminar but who have not finished their thesis must register for Thesis Direction 802, a non-credit course, each semester until the thesis is completed. A Graduation Card should be filed with the Registrar in accordance with the dates indicated in the academic calendar in the Boston College Bulletin. Two typed copies of the thesis, one original and one clear copy, approved and signed by the director and reader, must be submitted to the Registrar's Office, accompanied by the proper binding fee, no later than the date specified in the academic calendar.

The submitted theses become the property of Boston College but the University does not limit the author's right to publish results.

Time Limit

The student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements for the master's degree. Extensions are permitted only with approval of the department concerned and the Dean.

Leave of Absence

Students enrolled in a degree program who do not register for course work, thesis direction or for Master's comprehensive in any given semester must request a Leave of Absence for that semester. Leaves of Absence are not normally granted for more than 2 semesters at a time. Students may obtain the Leave of Absence form from the Registrar and submit this form to that office for the Dean's approval.

Leave time will normally be considered a portion of the total time limit for the degree unless the contrary is decided upon initially between the student and the Dean. Students must notify the Registrar 6 weeks prior to the semester in which they are expected to re-enroll.

Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.)

Master's Programs in Teaching are available for those who are teaching or who wish to prepare to teach. Applicants must be accepted both by the Department in which they wish to specialize and by the Department of Education. The M.S.T. and M.A.T. programs are pursued under one of the following plans:

- Plan A: combines graduate study with a year of teaching internship.
- Plan B: combines a year of graduate study with a period of apprenticeship.
- Plan C: for an experienced teacher or graduate from a School of Education without teaching experience.

For additional information see the Department of Education subsection: Secondary Education.

Students in the M.A.T. and M.S.T. programs must pass a comprehensive examination taken in two parts—one devoted to the subject matter field and the other to the field of Education. Also required is a research paper in the area of specialization. General requirements regarding credits, language, time limit, and Leave of Absence for the Master's Programs described above are applicable to these degrees.

Special Programs

Master of Arts in American Studies—See departments of History, English, Political Science and Sociology.

Master of Arts in Medieval Studies—See departments of History and English.

Master of Arts in Mathematics (non-research)—See Mathematics Institute.

Master of Arts in Slavic Studies—See department of Slavic and Eastern Languages.

Certificate of Advanced Specialization (C.A.E.S.)—See department of Education.

Certificate of Advanced Graduate Studies (C.A.G.S.)—See department of English.

DOCTOR'S PROGRAMS

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a thesis based upon original research conspicuous for its scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follow a unified and organized program of study. The organization for each department is specified in their "Requirements and Procedures" and is available from the department.

Residence

The philosophy of the residence requirement is that a doctoral student should assimilate the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a full-time student at the University, is required. A full semester is ordinarily taken to mean 4 three-credit courses. This period must be arranged by the student with the department. The residence requirement may not be satisfied, in whole or in part, by summer session attendance only.

Language Requirement

Each department shall decide the extent and nature of the language requirement for its students.

Preparing for Comprehensives

Students preparing for comprehensives may obtain a leave of absence during the interim period following completion of their course requirements and scheduling of the examinations. Those who prefer

not to assume the status of a non-matriculating student for the one or two semesters used for preparation may opt for course No. 998, Doctoral Comprehensive. The registration fee plus the activity fee is the only payment required. No credit is granted.

Comprehensive Examinations

Student eligibility for taking the Doctoral Comprehensive Examination is determined by the department. Students should consult their department about the nature of this examination and time of administration. Departments use the following grading scale: pass with highest distinction (PwHD), pass with distinction (PwD), pass (P), and fail (F); one of these four grades will be recorded on the student's transcript. Generally within two weeks, the department will send the results in writing to the Registrar's office and to the individual student. A student who fails the Doctoral Comprehensive Examination may take it once again not sooner than the following semester and at a time designated by the department. In case of a second failure, no further attempt is allowed.

Admission to Candidacy

A student attains the status of a doctoral candidate by passing the doctoral comprehensive examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

Thesis

Each doctoral candidate is required to complete a thesis which embodies original and independent research, and demonstrates advanced scholarly achievement. The subject of the thesis must be approved by the major department and the research performed under the direction of a faculty advisor. The manuscript must be prepared according to style requirements of the departments.

Acceptance of the Thesis

As soon as possible after a student's admission to candidacy, a thesis committee will be appointed by the Dean to judge the substantial merit of the thesis. The thesis committee shall include the major faculty advisor as chairperson and at least two additional members of the graduate faculty as readers.

The thesis shall be defended by the candidate in a public oral examination. The Dean must be notified of the examination at least two weeks in advance and announcement of the examination will be posted by the Graduate School Office.

Official approval of the thesis by the thesis committee is required. Committee members certify their acceptance by signing the title page of the thesis. The two signed copies of the thesis should be filed in the Registrar's Office on the date committee approval is given. The submitted thesis becomes the property of Boston College, but the University does not limit the author's right to publish the results.

Thesis Publication

Doctoral candidates should report to the Registrar's Office by the middle of the semester in which they plan to graduate for detailed instructions concerning dissertation publication requirements and commencement procedures.

Time Limit

All requirements for the doctor's degree must be completed within eight consecutive years from the beginning of doctoral studies. Extensions beyond this limit may be made only with departmental recommendation and the approval of the Dean.

Leaves of Absence

The conditions for leaves of absence and readmission as noted in the Master's Program are also applicable to the Doctoral Program. Leaves of Absence for students on Doctoral Continuation are rarely granted.

Requirements for the Degree of Doctor of Education

Requirements for the Doctor of Education degree are the same as those for the Doctor of Philosophy degree with the following modifications.

Three years of teaching experience are required as a prerequisite for the degree. There is no foreign language requirement, but technical competence in research methods and in statistics is required. There are eight approved major fields of concentration leading to the Doctor of Education degree: 1) Special Education; 2) Educational Psychology; 3) Educational Research; 4) Administration and Supervision; 5) Higher Education; 6) Psychology and Measurement; 7) Curriculum and Instruction; 8) Counselor Education and Counseling Psychology.

Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. A student interested in exploring such a possibility should make application to the Dean who will determine if there are available resources in the University for such a program.

The Consortium

Boston College graduate students may cross-register for graduate courses at Boston University, Brandeis, or Tufts. It should be noted that the registration dates of the Consortium schools are not identical. Further information regarding cross-registration procedures is available in the Registrar's Office.

ADMISSION

Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is a co-educational academic community open to all races, colors, handicaps, and national origins.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution, and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Evening College of Arts and Sciences and Business Administration or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master/bachelor degree, one should consult his or her own undergraduate dean.

The Graduate School accepts two classes of applicants: Regular (degree-seeking) and Specials (non-degree-seeking).

The credentials required for all Regulars are: 1) AI form accompanied by a \$30 non-refundable application fee payable to Boston College Graduate School to be sent to the Graduate School Office in McGuinn Hall 221, and 2) a completed application form (Form 2), letters of recommendation and official college transcripts to be sent to the department of one's interest. For additional required credentials, e.g. GRE scores etc., consult the requisites of the department to which admission is being sought.

Special applicants normally require only 1) a completed AI form accompanied by a \$30 non-refundable application fee payable to Boston College Graduate School to be sent to the Graduate School Office in McGuinn Hall 221, and 2) a completed application form (Form 2) and official college transcripts to be sent to the department of interest. For additional required credentials, consult the requisites of the department to which admission is being sought. Special students may be accepted later as Regular students. In this event, no more than 12 credits earned as a Special will be accepted as a part of the degree program.

Students, whether Regular or Special are not admitted officially until the completed application form has reached and been approved by the Graduate Office. Admission should not be presumed without receipt of official notification.

Degree-seeking applicants should consult the department of specialization regarding the specific requisites for the various departmental masters, C.A.E.S., C.A.G.S., and doctoral programs.

For the necessary application forms and information, Domestic Students (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest.

Foreign Students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School Office, McGuinn Hall 221.

If one's department of interest has requirements involving GRE Aptitude, Miller's Analogies Tests, etc., information regarding these tests may be obtained from:

The Office of Testing Services

Boston College

Chestnut Hill, Massachusetts 02167

Information on the GRE tests also may be obtained from:

Educational Testing Service

Box 955

Princeton, New Jersey 08540

Educational Testing Service

1947 Center Street

Berkeley, California 94794

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

Procedure for Filing Applications

Domestic Students (U.S. citizens and other permanent residents of U.S.)

Domestic students applying for admission and financial aid should submit all application materials to the department or program to which admission is sought.

Unless other dates are indicated by individual departments/divisions, the completed applications for admission should be on file to the departmental office by April 15 for June admissions, May 15 for September admissions and November 15 for January admissions. Applications for admission which involve a request for financial aid should be on file in the department concerned by March 15.

If, after five or six weeks following application, domestic students have not received word concerning the status of their application, they should make inquiries of their departments regarding the completeness of their files.

Foreign Students (non-U.S. students who are not permanent residents of U.S.)

Foreign students seeking admission should write the Boston College Graduate School of Arts and Sciences for REQUEST FOR APPLICATION FORM. When this preliminary REQUEST FOR APPLICATION FORM is returned by the student to the Graduate School Office, it will be evaluated by the Committee on Admissions.

Applicants who are judged to be qualified as potential degree candidates will then receive the complete application forms entitled INTERNATIONAL STUDENT APPLICATION FOR ADMISSION TO THE BOSTON COLLEGE GRADUATE SCHOOL OF ARTS AND SCIENCES.

Foreign students should send all their completed application materials to:

Graduate School of Arts and Sciences

Graduate Admissions Office

Boston College

Chestnut Hill, Massachusetts 02167 U.S.A.

They should NOT send these materials directly to the department or program concerned since this will only delay the processing of their applications.

Applications for admission which do NOT involve a request for financial aid should be sent to the Graduate School Office by April 15 for September admissions and by October 1 for January admissions.

Applications for admission which DO involve a request for financial aid should be sent to the Graduate School Office by February 15.

No requests for financial aid will be considered for January admissions.

If, after seven or eight weeks following the submission of all application materials, foreign students have not received word regarding the status of their applications, they should address the Graduate School Office for information concerning the completeness of their files.

Acceptance

Announcements of acceptance or rejection are sent out on a rolling basis after the Graduate School Committee on Admissions has reviewed the academic records of the applicants. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Dean.

Registration

Graduate students in the College of Arts and Sciences have the option of registering for courses in person or by mail. Continuing degree students will be mailed registration material approximately one month prior to the beginning of each semester. New degree students and special students should come to registration, which is usually held throughout the second week of classes. The dates, time and place of registration will be listed on the cover of the Schedule of Courses Booklet which is published one week prior to the beginning of each semester.

Before coming to registration all students should see their department advisor or chairperson to discuss a program of study and obtain approval for courses. Voucher recipients, graduate assistants and students receiving tuition remission should obtain the appropriate forms prior to registration. Full payment must be made at the time of registration.

Students registering by mail will receive a receipt and an ID validation sticker by return mail. Those who register in person will register, make payment, and obtain an ID in one central location. For information on graduate tuition and fees refer to the Graduate Tuition and Fees section. In addition to the tuition cost, all students must pay the registration fee and student activities fee.

Students currently applying for admission as degree or special students must sign a legal agreement and complete the application process within six weeks.

After registration, no addition of courses, change from credit to audit or audit to credit are permitted. Students may withdraw from a course up to three weeks prior to examinations and may receive partial tuition refund on withdrawals submitted during the three weeks following registration.

Record of Registration

During the fifth week of classes, students will be mailed a copy of their Record of Registration. The record will show the student's complete registration. Students should report immediately any errors in their registration by bringing their received copy of the Course Change Authorization Form to the University Registrar's Office, Lyons 101. When corrections have been made on the Record of Registration, an updated copy will be mailed to the student. Students are responsible for verifying the accuracy of their Record of Registration; they will be graded in the courses indicated on that record.

ACADEMIC REGULATIONS

Academic Integrity

Students in the Boston College Graduate School of Arts and Sciences are expected to have high standards of integrity. Any student who cheats or plagiarizes on examinations or assignments is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication.

Grades

In each graduate course (exclusive of Thesis Seminar 801) in which he or she registers for graduate credit, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is

awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is awarded for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C in more than 10 or an F in more than 8 semester hours of course work may be required to withdraw from the school.

Withdrawal from a Course

To withdraw from a course after registration, a graduate student should pick up a Course Change Authorization Form in the University Registrar's Office, Lyons 101. The student should obtain an authorization signature from the department chairperson and also from the Dean of the Graduate School. After obtaining those authorizing signatures, the student is to return the form to the Registrar's Office.

For students who officially withdraw from a course within the first two weeks of class, no recording entry will appear on the permanent record. After the first two weeks of class but before the last three weeks of class, official withdrawal from a course will be recorded by "W" in the grade column of the permanent record. No student will be permitted to drop a course during the last three weeks of classes or during the examination period. Students still registered in a course during this period shall receive a final grade in the course.

Incompletes

All required work in any course must be completed by the date set for the course examination. A student who has not completed the research or written work for a course, may, with adequate reason and at the discretion of the faculty member, receive an "I" (Incomplete). Effective as of Fall Semester 1977, except for extraordinary cases, the grade of Incomplete (I) for any course shall not stand for more than 4 months. In extraordinary cases, the student may petition the Dean for an exception.

Any Incomplete grade which is turned into the Registrar's office will remain an Incomplete until it is changed by a formal action of the faculty member involved.

Semester Examinations and Grade Reports

A semester examination is given in each course, except seminars and teacher-training courses. Students should consult the semester examination schedule posted outside the University Registrar's Office, Lyons 101. When examinations or classes are cancelled as a result of stormy weather, announcement is made by radio (WBZ, WHDH) generally at the latest by noon. The scheduling of examinations thus cancelled is posted outside Lyons 101. Semester grade reports are mailed to all students who are in good standing.

Transcript Requests

Transcript requests in writing should be addressed to the University Registrar. The student should indicate his or her full name and should specify whether he or she is currently enrolled, on leave of absence, withdrawn, or graduated. A \$1.00 fee is charged for each transcript and must be enclosed with the request. The official transcript lists all courses for which the student has been registered in the Graduate School.

Change of Name and Address

Students will be responsible for maintaining their current name and address on file in the Registrar's Office.

Transfer of Credit

Students who have completed one full semester of graduate work may request transfer of not more than six graduate transfer credits. Only courses in which a student has received a grade of B or better will be accepted. Transfer of Credit forms, which are available in the University Registrar's Office, should be submitted, together with an official transcript, directly to the student's chairperson and Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's permanent record.

Graduate students who have been formally admitted to the Graduate School and who have earned credits in the Boston College Summer Session will have their grades automatically transferred to their permanent record unless the student requests otherwise.

GRADUATION

May Graduation

Graduate School degrees are awarded at the annual May commencement. Students who plan to graduate in May should file a Graduation Card in the Registrar's Office by the deadline stated in the Academic Calendar. The graduation fee (\$30.00 for Master's; \$35.00 for Doctor's degrees) is due at this time. For students who sign up and pay for graduation but for some reason do not graduate on the anticipated date, the Registrar's Office will automatically move them up to the next scheduled graduation period. Those who finish degree requirements during the school year may request a Letter of Certification for the completion of their degree requirements.

Diplomas are distributed immediately following the completion of the commencement exercises. Diplomas will be mailed to students unable to attend commencement.

The name of a graduate will not appear on the official commencement list unless all financial and library accounts have been settled, nor will diploma or transcripts be awarded or issued where the fees have not been paid.

September and January Graduations

Graduate students who have completed all degree requirements by September 1 or January 2 are eligible to receive the degree as of those dates. The procedure is the same as for May graduation. The deadline for filing the graduation card in the Registrar's office is July 8 and December 1. As there are no commencement exercises, the names of those receiving degrees will be included in the program of the following May commencement.

FINANCIAL AID

Academic Grants

A variety of fellowship grants and scholarships are available to aid promising students in the pursuit of their studies: University Fellowships, Teaching Fellowships, Graduate Assistantships, Research Assistantships and Tuition Remission Scholarships. Please refer to the Financial Aid Section in the University Section at the beginning of this Bulletin for more information on filing requirements (i.e. completion of the GAPSFAS, etc.). Application for fellowship grants and scholarships should be made according to the procedures outlined in the preceding paragraphs under the heading APPLICATION, and completed applications should be on file in the departmental office by March 15. Applications which are received after this date will be accepted but normally they will be considered only if unexpected vacancies occur. The scholastic requirements for obtaining fellowship grants or scholarships are necessarily more exacting than those for securing simple admission to the Graduate School.

University Fellowship

University Fellowships are available in departments offering the Ph.D. degree. These are non-service awards and provide a stipend of up to \$3000 and may include up to full remission of tuition.

Teaching Fellowships

The Graduate School has available a limited number of teaching fellowships. These provide for a stipend of up to \$6,000 and also a scholarship in the form of tuition remission. The stipend is adjusted to the academic qualifications and degrees of the recipient. The teaching fellow, in addition to the graduate program of studies, is responsible for six hours of teaching in the undergraduate colleges.

Assistantships

Assistantships are available in most departments. Application for assistantships should be made to the department and should be returned to the department office concerned by March 15. Later applications will be received, but prior consideration will be given to those who submit requests and credentials before or on that date. The scholastic requirements for obtaining assistantships are necessarily more exacting than those which might suffice for admission to the Graduate School.

Assistantships are granted on an academic-year basis (September-June). Generally, the assistants in natural science departments assist

in laboratory activities. In these and other departments the assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the department chairperson.

Stipends for full-time graduate assistants range up to \$5,500. Usually a scholarship in the form of tuition remission accompanies such awards. Laboratory fees are remitted to science assistants, but they are responsible for other normal Graduate School fees.

Research Assistantships

Research assistantships are available in departments having external research grants, both Federal and private. The stipends are similar but not uniform in the departments. Summer research opportunities are also available on some research projects. For further information, contact the Chairperson of the department.

Tuition Remission

Since appointments as Teaching Fellows or Graduate Assistants ordinarily are made on the basis of academic achievement, scholarships in the form of tuition remission usually accompany such university appointments.

In addition other scholarships in the form of tuition remission are available for a limited number of students upon presentation by the department both of a student's scholarship and needs.

Procedures for Grant Recipients

Teaching fellows and assistants are full-time graduate students. Consequently, they may not accept any additional commitment of employment without prior consultation with and permission of the Chairperson of the department and approval of the Dean of the Graduate School.

At the opening of each school year, or at whatever other time a grant may be awarded, recipients must report to the Treasurer's Office to fill out personnel cards.

A grant recipient who relinquishes a fellowship, assistantship or tuition remission must report this matter in writing to the department Chairperson and to the Dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

GRADUATE PROGRAMS

American Studies

The following courses are sponsored by the American Studies program. Students, under the guidance of faculty advisors, select the remainder of their courses from offerings given by the participating departments that bear upon the study of American culture. The participating departments represented on the American Studies Committee include Economics, English, History, Political Science, and Sociology. Suitable courses are also mounted periodically by Fine Arts, Philosophy, and Speech Communication and Theatre.

Course Offerings

As 724 Graduate Core Colloquium: An Introduction to The Literature of American Studies (F; 3)

The colloquium considers a wide range of readings that represent key avenues of approach to the interdisciplinary study of culture. Additional time will be spent examining the nature of the field of American Studies and its present state. The focus is on discussion; but there is also a final assignment for each student to submit a design for the Master's Essay that will complete the graduate degree program.

As 990 Graduate Core Seminar (S; 3)

A workshop opportunity for Master's students who have completed the Core Colloquium. Members of the seminar will present findings and offer helpful critiques of others' work. The seminar also serves

BIOLOGY

as a focal point for other scholarly undertakings sponsored by the American Studies program.

Biology

Faculty

Professor Maurice Liss, A.B., Harvard University; Ph.D., Tufts University School of Medicine

Professor William D. Sullivan, S.J., A.B., A.M., Boston College; M.S., Fordham University; Ph.D., Catholic University of America

Professor Yu-Chen Ting, A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

Professor Chai H. Yoon, A.B., Alma College; Ph.D., Ohio State University

Associate Professor Maria L. Bade, B.S., M.S., University of Nebraska; Ph.D., Yale University Medical School

Associate Professor Walter J. Fimian Jr., A.B., University of Vermont; M.S., Ph.D., University of Notre Dame

Associate Professor James J. Gilroy, B.S., University of Scranton; M.S., Catholic University; Ph.D., University of Maryland

Associate Professor Jonathan J. Goldthwaite, Chairman of the Department
B.S., University of Massachusetts, Amherst; Ph.D., University of California, Berkeley

Associate Professor Joseph A. Orlando, B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Associate Professor William H. Petri, A.B., Ph.D., University of California, Berkeley

Associate Professor Donald J. Plocke, S.J., B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor Allyn H. Rule, B.S., Central Connecticut College; A.M., Ph.D., Boston University

Associate Professor Jolane Solomon, A.B., Hunter College; A.M., Ph.D., Radcliffe College

Associate Professor Chester S. Stachow, B.S., M.S., Ph.D., University of Manitoba

Assistant Professor Joseph S. Levine, A. B., Tufts University; A.M., Boston University Marine Program; A.M., Ph.D., Harvard University

Assistant Professor R. Douglas Powers, A.B., SUNY; Ph.D., Syracuse University

Assistant Professor Raymond E. Sicard, A.B., Merrimack College; M.S., Ph.D., University of Rhode Island

Lecturer Mary D. Albert, B.S., University of New Hampshire; A.M., Bryn Mawr College; Ph.D., Brown University

Program Description

The Department of Biology offers courses leading to the degrees of Doctor of Philosophy and Master of Science, and cooperates with the Department of Education in the Master of Science in Teaching (M.S.T.) program.

Those seeking admission to the graduate program should have a strong background in biology, chemistry and mathematics with grades of B or better in these subjects. Deficiencies in preparation may be made up in the graduate school. Ph.D. students must include differential calculus and physical chemistry in their preparation; these may be taken during the course of graduate studies.

No formal modern foreign language examination is required. Individual professors may test a student for proficiency in the foreign language.

The Ph.D. program does not require a specific number of graduate credits; however, the Resident Requirements, as defined in the Graduate School Bulletin, must be met.

Requirements: The minimum required curriculum for Ph.D. students includes Biochemistry, Biochemistry Laboratory and one advanced course in each of the following three areas: physiology, microbiology and genetics. Ph.D. students are required to take at least four seminar courses (those numbered 800-899). The minimum required program for M.S. students consists of Biochemistry, Biochemistry Laboratory, and advanced courses in two of the three areas listed above. In addition, M.S. candidates are required to take one seminar course. Both M.S. and Ph.D. degrees require the presentation and oral defense of a thesis based on original research.

M.S. and Ph.D. students are also expected to participate in the teaching of undergraduate courses during their course of studies. M.S.T. candidates are not required to follow a specific core curriculum, but with the advice and consent of their advisors take those courses that best satisfy their individual requirements. They should contact the Department Chairperson for information concerning the research paper and comprehensive examination requirements.

Cancer Research Institute

The Cancer Research Institute offers to graduate and undergraduate students the opportunity to conduct independent and supervised research in the field of cancer. It is the purpose of the Institute to acquaint dedicated students with the problem of cancer and to make available the facilities of this Institute as well as those of other Cancer Institutes in the Metropolitan area. The staff of the Institute has a cooperative research agreement with Children's Cancer, The Jimmy Fund Research, Peter Bent Brigham Leukemia Laboratories.

Course Offerings

An asterisk after the course title indicates that a course carries a laboratory fee. Courses numbered 500-599 are for undergraduate and graduate registration.

Bi 510 General Endocrinology (S; 3)

Prerequisite: Consent of instructor

A study of phylogenesis of endocrine systems; the embryology, gross and microscopic anatomy of endocrine glands; the biochemical and hormone action including clinical considerations. Two two-hour lectures per week.

Jolane Solomon

Bi 520 Plant Physiology (S; 3)

Prerequisite: Bi 210-212

A structural and functional study of physiological processes in developing and mature plants. Topics include nutrition, vascular transport, photosynthesis; and the regulation of growth, differentiation, flowering and aging by environmental and hormonal factors. Agricultural, ecological and industrial applications of these topics are pointed out. Two lectures per week and a term paper.

Jonathan Goldthwaite

Bi 521 Plant Physiology Laboratory* (S; 1)

One three-hour laboratory per week. Optional, can be taken in conjunction with Bi 520.

Jonathan Goldthwaite

Bi 538 Biology of Cell Cycle (F; 3)

A study of growth and division of exponential, synchronous and selected cell cultures will be studied. DNA, RNA and protein synthesis in prokaryotes and eukaryotes during the cycle will be discussed. Division controls will also be reviewed.

William D. Sullivan, S.J.

Bi 540 Immunology (F; 3)

Prerequisites: General Biology, Inorganic Chemistry

The biology of the immune response: cell-cell interactions, antibody synthesis, the immunoglobulins, evolution of self recognition vs. non-self (antigen), antigenicity, antibody-antigen reactions, immune protection, immune destruction, and problems in cancer and transplantation immunity. The course will consist of a series of lectures, group seminars and guest speakers. Two seventy-five minute lectures per week.

Allyn H. Rule

Bi 550 Human Heredity (F; 3)

Prerequisites: General Biology, Genetics or the permission of the professor

The study of heredity: mammalian chromosome mapping, genes, mutations, translocations, also: sex determination, sexlinked genes, sex influenced characteristics, lethal genes, blood groups, paternity and race; biochemical genetics and genetic counseling. This course will consist of a series of lectures, problem sets and invited guest lecturers. Three lectures per week.

Allyn H. Rule

Bi 552 Neurobiology (F; 3)

Prerequisite: Permission of instructor

The development, structure, and function of the nervous system. A study of factors influencing neurogenesis, organization of the nervous system, electrochemical behavior of nervous tissue, inter and intracellular communication and neuroendocrine interactions.

Raymond E. Sicard

Bi 556 Developmental Biology (S; 3)

Modern aspects of developmental biology with emphasis on molecular and cellular interaction in developmental processes.

William H. Petri

Bi 560 Biological Statistics (S; 2)

A discussion of probability, chi-square, T-distribution and Poisson distribution, as well as various correlations.

Chai H. Yoon

Bi 561 Biological Statistics Workshop (S; 1)

Required of all undergraduates enrolled in Bi 560.

Chai H. Yoon

Bi 600 Biochemistry (F; 3)

Physical and chemical properties of proteins and nucleic acids; enzymology; chemistry and metabolism of carbohydrates, lipids, amino acids and nucleotides; control mechanisms and biosynthesis of nucleic acids and proteins. Two lectures per week.

Joseph A. Orlando

Bi 601 Biochemistry Laboratory* (F; 2)

One laboratory period per week. To be taken in conjunction with Bi 600.

Joseph A. Orlando

Bi 606 Biophysical Chemistry (S; 3)

Lectures on the properties and functional and interrelationships of proteins and nucleic acids with emphasis on the principal physicochemical techniques used for the study of macromolecules.

Donald J. Plocke, S.J.

Bi 640 Advanced Topics in Cells and Molecules (S; 3)

Prerequisite: Bi 600

Selected aspects of biochemistry, immunology and cell biology. Two seventy-five minute seminars per week.

Maurice Liss

Bi 654 Developmental Genetics (F; 3)

Prerequisites: Bi 300 and 456, or permission of instructor

A review of the major questions in developmental biology with a consideration of the necessity for genetic analysis to answer those questions. Specific examples of current research including pattern formation, hormonal control of development, determination and differentiation, transdetermination, totipotence and differential gene activity.

William H. Petri

Bi 656 Developmental Physiology (S; 3)

Prerequisites: Bi 420 or 556, and 450, or their equivalent

Detailed study of current topics in developmental physiology including cellular and tissue interactions during embryogenesis, dynamics of morphogenetic movements and pattern formation in morphogenetic fields. Offered biennially, Spring 1983.

Raymond E. Sicard

Bi 658 Advanced Physiology (F; 3)

A study of physiological control mechanisms. Emphasis is on the structure and function of the mammalian cell membrane, its role in the maintenance of cellular and organismic homeostasis, and its importance in the regulation of reproduction.

R. Douglas Powers

Bi 660 Advanced Genetics (S; 3)

A discussion of selected topics in genetics.

Chai H. Yoon

Bi 662 Pathophysiology (S; 3)

Prerequisite: Bi 450 or its equivalent

This course will attempt to generate an understanding of the nature of the pathologic state. Discussion will be made of the altered functional status existing during disease. In addition, various mechanisms leading to these dysfunctions will be studied.

Raymond E. Sicard

Bi 710 Radiation Biology and Isotope Methodology* (F; 2)

A study of the types of radiation in the electromagnetic spectrum and unstable isotopes, their physical and photochemical biological reactions, their biological and medical applications, and the precautions necessary for their utilization. Handling of radioactive materials, precautions necessary, use and principle of various detection systems and basic exercises in radioassay. Two lectures and one laboratory period per week.

Walter J. Fimian, Jr.

Bi 720 Experimental Embryology (S; 2)

Prerequisite: Bi 420 or 556 and permission of instructor

Exploration of the historical background and of selected experimental approaches to major questions in developmental biology. Through original literature (classical and modern), key concepts behind central questions in developmental biology will be examined as will the development of the technology required to address these questions. Bi 721 (Exp. Embryol. Lab.) must be taken in conjunction with this course.

Raymond E. Sicard

Bi 721 Experimental Embryology Laboratory* (S; 2)

Various classical and modern techniques used by developmental biologists to maintain and manipulate their test systems will be demonstrated. Mastery of certain of these techniques will be required for use in experiments designed by the students to address questions discussed (in Bi 720). Required of students taking Bi 720.

Raymond E. Sicard

Bi 742 Biology of Ultrastructure (S; 2)

The assembly, continuity and exchanges in certain cytoplasmic membrane systems; the origin and continuity of mitochondria, plastids, golgi apparatus, microtubules, endoplasmic reticulum and other ultrastructural changes during the cell cycle and division will be discussed. Two lectures per week.

William D. Sullivan, S.J.

Bi 743 Laboratory in the Biology of Ultrastructure* (S; 2)

A training course in the physics and mathematics of EM operation, embedding, knife making, sectioning, formvar and carbon coating, shadow casting, staining, radioautography and interpretation of electron micrographs. To be taken only in conjunction with Bi 742.

William D. Sullivan, S.J.

Bi 750 Bacterial Physiology and Metabolism (F; 3)

Prerequisite: Bi 600 and Bi 310, or consent of the instructor

A study of bacterial organelles, their molecular structure, function and biosynthesis. Metabolic reactions peculiar to bacteria, viz., fermentations and autotrophic functions are studied. Two lectures per week.

James J. Gilroy

Bi 760 Biochemical Control Mechanisms (S; 3)

Prerequisite: Bi 600 or equivalent

Regulation and biochemistry of enzyme, RNA and DNA synthesis. Problems dealing with the kinetics and physical properties of allosteric enzymes will be discussed. Three lectures per week. Offered Spring, 1983.

Chester S. Stachow

Bi 799 Readings and Research (F, S; 3, 3)

By arrangement

The Department

Bi 801 Thesis Seminar (F, S; 3, 3)

A research problem for M.S. candidates of an original nature under the direction of a member of the staff.

By arrangement

The Department

Bi 802 Thesis Direction* (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed. By arrangement.

The Department

Bi 814 Seminar in Bacterial Metabolism

Special topics in Bacterial Metabolism. Offered biennially, Fall 1982.
James J. Gilroy

Bi 816 Seminar in Metabolic Interrelations (F; 2)

A study of metabolism on the cellular, tissue and organism levels.
Joseph A. Orlando

Bi 818 Current Topics in Virology (F; 2)

Presentation and discussion of selected papers in virology, with emphasis on animal viruses.
Maurice Liss

Bi 820 Seminar in Cytogenetics (F; 2)

Discussions on current developments in cytogenetics. Offered biennially, Fall 1982.
Yu-Chen Ting

Bi 824 Seminar in Physiology (F; 2)

Discussion of recent topics in mammalian physiology with emphasis on the regulation of reproduction.
R. Douglas Powers

Bi 826 Seminar in Pathophysiology (F; 2)

Prerequisite: Bi 662 or permission of instructor
Discussion of current problems in and approaches to pathologic physiology. Offered biennially, Fall 1982.
Raymond E. Sicard

Bi 828 Seminar on the Functional Role of Metals in Biological Systems (S; 2)

A study of the role of metals in proteins and nucleic acids, with emphasis on structure-function interrelationships.
Donald J. Plocke, S.J.

Bi 844 Seminar in Heredity (S; 2)

Discussion of current topics in genetics. Offered biennially, Spring 1983.
Chai H. Yoon

Bi 848 Cellular Immunology (F; 2)

A discussion of cells, cell receptors and cell products involved in the immune response, delayed hypersensitivity, immediate hypersensitivity, and clotting.
Allyn H. Rule

Bi 852 Current Topics in Plant Physiology (S; 2)

Reading, seminar reports, and discussion of selected aspects of current research in experimental plant science.
Jonathan Goldthwaite

Bi 856 Immunochemistry of Antigens (S; 2)

Prerequisite: Immunology or permission of instructor
Seminars related to antibody classes, their structure, active sites, function and synthesis; the evolution of antibody synthesis, allotypy and idiotypic.
Allyn H. Rule

Bi 858 Immunochemistry of Antibodies (S; 2)

Prerequisite: Immunology or permission of instructor
Seminars pertaining to antigens, their specific determinants and their interactions with antibodies. Quantitative immunochemical methods for measurement of antigen-antibody reactions, the free energy of Ab-Ag interactions, and mechanisms involved in protein-protein interactions. Offered biennially, Spring 1983.
Allyn H. Rule

Bi 860 Seminar in Molecular Biology and Genetics of Bacteriophage (S; 2)

Study of recent advances in bacteriophage, genetics and replication.
Chester S. Stachow

Bi 862 Current Topics in Biochemistry (F; 2)

Discussion of recent developments in the area of biochemistry.
Maria L. Bade

Bi 864 Seminar in Developmental Biology (S; 2)

Prerequisites: Bi 654 and 656 or permission of instructor
Discussion of current advances being made in the field of developmental biology.
William H. Petri
Raymond E. Sicard

Bi 878 Seminar in Reproduction (S; 2)

Genetic and hormonal determinants of embryonic and perinatal development will be discussed. The roles of chromosomes and hormones in expression of adult anatomy and behavior will also be discussed. Offered biennially.
Jolane Solomon

Bi 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use the university facilities (library, etc.,) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Chemistry

Faculty

Professor Joseph Bornstein, B.S., Boston College; Ph.D., Massachusetts Institute of Technology

Professor Paul Davidovits, B.S., M.S., Ph.D., Columbia University

Professor André J. de Béthune, B.S., St. Peter's College; Ph.D., Columbia University

Professor T. Ross Kelly, B.S., Holy Cross College; Ph.D., University of California at Berkeley

Professor Jeong-long Lin, Chairman of the Department
B.S., M.S., National Taiwan University; Ph.D., Queen's University at Ontario

Professor Robert F. O'Malley, B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology

Professor Yuh-kang Pan, B.S., National Taiwan University; Ph.D., Michigan State University

Professor George Vogel, B.S., D.Sc., Prague Technical University

Associate Professor O. Francis Bennett, B.S., Bridgewater State College; M.S., Boston College; Ph.D., Pennsylvania State University

Associate Professor E. Joseph Billo, Jr., B.S., M.S., Ph.D., McMaster University

Associate Professor Michael Clarke, A.B., Catholic University; M.S., Ph.D., Stanford University

Associate Professor David McFadden, A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Associate Professor Kenneth M. Nicholas, B.S., State University of New York at Stony Brook; Ph.D., University of Texas

Associate Professor Irving J. Russell, B.S., Boston College; M.S., University of Chicago; Ph.D., Enrico Fermi Institute for Nuclear Studies, University of Chicago

Associate Professor Dennis J. Sardella, B.S., Boston College; Ph.D., Illinois Institute of Technology

Assistant Professor Joseph Hajdu, B.S., M.S., Hebrew University Jerusalem; Ph.D., S.U.N.Y.

Assistant Professor Evan R. Kantrowitz, A.B., Boston University; A.M., Ph.D., Harvard University

Lecturer Clarence C. Shubert, S.J., B.S., Spring Hill College; M.S., Canisius College; S.T.L., Woodstock College; Ph.D., Princeton

Program Description

The Department of Chemistry offers courses leading to the degrees of Doctor of Philosophy and Master of Science in analytical chemistry, inorganic chemistry, organic chemistry and physical chemistry. The Master's degree is intended as a terminal degree. The Master of Science in Teaching (M.S.T.) is offered through cooperation with the Department of Education.

All entering graduate students take qualifying examinations in inorganic, analytical, organic and physical chemistry. Master's degree candidates must take the examinations at least once for placement purposes. Ph.D. candidates are required to pass the Qualifying Examinations no later than the end of the first year of graduate studies.

Formal courses may be waived in the first year in areas of demonstrated proficiency, as revealed by the Qualifying Examinations.

Requirements: Every student is expected to attain a grade point average of at least 2.50 at the end of his or her second semester in the Graduate School, and maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program.

There is no total credits requirement for the Ph.D. degree. First year requirements provide the student with breadth of knowledge in the traditional four fields; analytical, inorganic, organic and physical chemistry, as well as familiarity with the basic instruments, especially infrared, ultraviolet, nuclear magnetic and mass spectroscopy. Beyond the first year each student will pursue a program of studies consistent with individual educational goals and with the approval of the student's advisor.

Candidates for the M.S. degree in Chemistry must pass an examination in German; those for the Ph.D. degree, examinations in German and a second language: French or Russian is recommended. These examinations must be successfully passed before the student is formally admitted to candidacy. In addition, each student presents two seminars before being granted an advanced degree: the first is a Literature Seminar to be presented during the student's second year; the second is a Research Report on results of his or her thesis research and given during the student's last year of residence.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations which test the student's development in his or her major field of interest and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year his research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate a research project requiring two to three years of sustained effort will begin usually after the first year of study. An oral defense of the dissertation completes the degree requirements.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Chairperson.

Course Offerings

An asterisk after a course title indicates that the course carries a laboratory fee.

Ch 520 Principles of Inorganic Chemistry (S; 3)

An introduction to the principles of inorganic chemistry with emphasis on structural and thermodynamic aspects. E. Joseph Billo

Ch 522 Inorganic Chemistry Laboratory* (S; 3)

A course in inorganic synthesis including characterization of the products. Michael J. Clarke

Ch 534 Organic Synthesis (S; 3)

The most useful reactions of organic chemistry will be discussed in detail and practical applications made. Joseph Bornstein

Ch 535 Physical Organic Chemistry (F; 3)

A survey of methods useful in determination of reaction pathways in organic chemistry. Dennis J. Sardella

Ch 536 Organic Synthesis Laboratory* (S; 3)

Methods, techniques, and reactions used in the preparation of organic compounds that offer more than usual difficulty. One lecture and two laboratory periods per week. Joseph Bornstein

Ch 538 Organic Spectroscopy (S; 3)

The theory and uses of infrared, nuclear magnetic resonance, mass, and ultraviolet spectroscopy in structural elucidation are discussed at a level above that of a beginning course in organic chemistry. No prior knowledge of the field is assumed.

Not offered 1981-82

George Vogel

Ch 551 Advanced Analytical Chemistry (F; 4)

A consideration of modern instrumental methods of analysis, including atomic emission and absorption, ultraviolet, visible, infrared and Raman spectrometry, fluorometry, x-ray methods, electroanalytical methods and gas chromatography. Three lectures and one four-hour laboratory per week. May not be taken without Ch 553.

Michael J. Clarke

Ch 552 Analytical Environmental Chemistry (S; 4)

Prerequisites: General Chemistry and Analytical Chemistry
This is a four credit course with laboratory and field components. The lecture portion will present a discussion of common pollution sources and some analytical techniques employed to study them. Approximately one-third of the course will be devoted to nuclear energy and to environmental radioactivity. Acid rain and coal ash chemistry will feature prominently in the discussions. The laboratory and field portion of the course will introduce the student to some of the common sampling and analytical techniques, including nuclear methods of analysis. To satisfy the laboratory requirements, each student will be assigned an environmental analysis project from a list of interrelated environmental topics of current interest. May not be taken without Ch 554.

Not offered 1981-82

Irving J. Russell

Ch 553 Advanced Analytical Chemistry Laboratory* (F; 0)

Laboratory required of all students enrolled in Ch 551.

Michael J. Clarke

Ch 554 Analytical Environmental Chemistry Laboratory* (S; 0)

Laboratory required of all students enrolled in Ch 552.

Not offered 1981-82

Irving J. Russell

Ch 561 Biochemistry (F; 3)

Prerequisite: Two semesters of organic chemistry. Recommended: one semester of analytical chemistry.
A one-semester introduction to biochemistry. Topics will include structure, function and synthesis of proteins; energetics, kinetics and mechanisms of biochemical reactions; intermediary metabolism, biochemistry of nucleic acids, and the genetic code.

Evan R. Kantrowitz

Ch 564 Molecular Biochemistry (S; 3)

The course is intended for advanced students who have completed or are presently enrolled in an introductory biochemistry course such as Bi 470 or Ch 562. It deals with the physical organic aspects of biocatalysis. The basic principles of enzyme catalysis will be presented with considerable emphasis on methods of investigation of biochemical reaction mechanisms. Topics such as acid-base catalysis, isotope effects, noncovalent interactions, metal ion participation and the role of cofactors will be discussed, utilizing a number of enzymic as well as model reactions.

Not offered 1981-82

Joseph Hajdu

Ch 566 Bio-inorganic Chemistry (S; 3)

Discussion of the role of metals in biological systems. Behavior of metal ions in aqueous solution. Metal requiring enzymes. Interactions of metal ions with nucleic acids. Transport systems involving inorganic ions. Inorganic pharmaceuticals.

Not offered 1981-82

Michael J. Clarke

Ch 571 Physical Chemistry III (F; 3)

Prerequisite: Ch 476

An introduction to statistical thermodynamics and application of quantum mechanics to molecular systems.

Paul Davidovits

Ch 573 Quantum Chemistry and Molecular Structure (S; 3)

A development of the principles of quantum chemistry as they apply to inorganic and organic chemistry. Emphasis on the use of molecular orbital methods and a discussion of group theory.

Yuh-kang Pan

Ch 576 Nuclear and Radiochemistry (S; 4)

The theory and practice of radiochemistry, including a review of radiochemical techniques and their applications to research in diverse fields, especially the environmental sciences. Corequisite Ch 578.

Irving J. Russell

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CLASSICAL STUDIES

Ch 578 Nuclear and Radiochemistry Laboratory* (S; 0)

Laboratory required of all students enrolled in Ch 576. One four-hour period per week.
Irving J. Russell

Ch 582 Non-aqueous Chemistry (S; 3)

An introduction to the theories of reactions in liquid, molten and solid systems. Solvent classification schemes, reaction mechanisms in selected solvents and practical applications presented.

John L. Harrison

Ch 583 Electrochemistry (F; 3)

A presentation of the principles of electrochemical processes with attention to historical developments, conceptual models and modern applications. Current electrochemical devices employing liquid, molten and solid systems are discussed (electrode operations, photovoltaics, batteries and fuel cells, membranes, electroorganic reactions and other selected topics).
John L. Harrison

Ch 625 Topics in Inorganic Chemistry (F; 3)

Discussion of structure and reactivity in inorganic chemistry.
Kenneth M. Nicholas

Ch 635 Topics in Organic Chemistry (F; 3)

An in-depth review of selected basic topics of organic chemistry.
George Vogel

Ch 671 Statistical Mechanics (S; 3)

The basic principles of classical and quantum statistical mechanics with applications to the equilibrium theory of gases, liquids and solids.
Jeong-long Lin

Ch 672 Quantum Mechanics (S; 3)

The fundamentals of wave and matrix mechanics, quantum theory of angular momentum, perturbation and variation methods are treated.
Yuh-kang Pan

Ch 675 Topics in Physical Chemistry (F; 3)

An advanced survey of the fundamentals of physical chemistry including the kinetic theory of gases, thermodynamics, chemical kinetics and quantum chemistry. Emphasis is on practical problem solving. The course is intended for first year graduate students who have an undergraduate background in physical chemistry.
Jeong-long Lin

Ch 720 Advanced Inorganic Chemistry I (S; 3)

A detailed discussion of the main group elements with emphasis on the periodic relationships, structural aspects and bonding.
Not offered 1981-82
Robert F. O'Malley

Ch 724 Advanced Inorganic Chemistry II (S; 3)

A detailed discussion of the chemistry of the transition elements with emphasis on the structure, bonding and spectroscopic properties of their compounds.
Not offered 1981-82

Ch 725 Physical Methods in Inorganic Chemistry (S; 3)

A discussion of the application of group theory and spectroscopy to the bonding and structure of inorganic compounds.
Not offered 1981-82
Michael J. Clarke

Ch 731 Theoretical Organic Chemistry (F; 3)

A physical chemical approach to organic chemistry. The principles of thermodynamics and classical and wave mechanics will be applied to the discussion of structure-reactivity relationships.
Not offered 1981-82

Ch 732 Organometallic Chemistry (F; 3)

An introduction to the chemistry of compounds with transition metal carbon bonds. Aspects of bonding, structure and synthetic utility will be stressed.
Not offered 1981-82
Kenneth M. Nicholas

Ch 734 Natural Products (S; 3)

A survey of the chemistry of naturally-occurring substances, such as steroids, terpenes and alkaloids. The structures determination, synthesis and biosynthesis of representative molecules will be discussed.
Not offered 1981-82
T. Ross Kelly

Ch 735 Advanced Organic Chemistry II (F; 3)

A survey of advanced topics of current interest in the field of synthetic organic chemistry.
Not offered 1981-82

Ch 770 Advanced Physical Chemistry-Dynamics (S; 3)

The principles of thermodynamics and statistical mechanics will be covered with applications to molecular systems and to chemical reactions. Experimental aspects of gas phase and solution kinetics will be reviewed.

Not offered 1981-82

Paul Davidovits

Ch 773 Advanced Physical Chemistry-Structure (F; 3)

The principles of quantum mechanics will be covered with applications to atomic and molecular structure and to chemical bonding. The theory will be applied to the interpretation of chemical kinetics.
Not offered 1981-82

Ch 799-800 Reading and Research* (F, S; 2 or 3, 2 or 3)

A course required of Ph.D. matriculates for each semester on research.
The Department

Ch 801 Thesis Seminar* (F, S; 3, 3)

A research problem, requiring a thorough literature search and an original investigation under the guidance of a faculty member, for M.S. candidates.
The Department

Ch 802 Thesis Direction* (F, S; 0, 0)

A non credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.
The Department

Ch 821 Inorganic Chemistry Seminar I (F; 3)

A series of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate.
Michael J. Clarke

Ch 822 Inorganic Chemistry Seminar II (S; 3)

A continuation of Ch 821 with topics in nuclear and radiochemistry included.
The Department

Ch 831 Organic Chemistry Seminar I (F; 3)

A series of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in organic chemistry. Discussions of research in progress in the Department will be included. Occasionally visiting lecturers will also participate. More than one section of this seminar may be organized, each around a different area.
T. Ross Kelly

Ch 832 Organic Chemistry Seminar II (S; 3)

A continuation of Ch 831.
The Department

Ch 871 Physical Chemistry Seminar I (F; 3)

A series of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the Department will be included.
Paul Davidovits

Ch 872 Physical Chemistry Seminar II (S; 3)

A continuation of Ch 871. More than one section of this seminar may be organized each around a different area.
The Department

Ch 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Classical Studies

Faculty

Associate Professor Eugene W. Bushala, Chairman of the Department A.B., Wayne State University; A.M., Ph.D., Ohio State University

Associate Professor Lowell Edmunds, A.B., Harvard; A.M., University of California; Ph.D., Harvard University

Associate Professor David H. Gill, S.J., A.B., A.M., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main

Program Description

The department grants an M.A. degree in Latin or Greek, or Latin and Greek. The degree can be obtained in either of two ways: 1) by thirty credits in course work 2) by twenty-four credits in course work plus a thesis (with special permission). The M.A.T. degree is offered for students wishing to prepare for teaching.

Requirements: Candidates for the degree are required to complete a departmental reading list in Latin authors, or Greek authors, or both, depending on the type of degree sought. Comprehensive examinations will be written and oral, consisting of translations from the authors on the reading list, questions on the content of the candidate's course work, on the general history of Latin and/or Greek literature, and on the thesis if offered in partial fulfillment of the requirements.

A student's modern language reading ability in French or German, and by exception in Spanish or Italian, will be tested by the Department.

Course Offerings

Cl 010-011 Elementary Latin (F, S; 3, 3)

An intensive introductory course. No prerequisites. Open to all. Expository lectures, frequent quizzes, two examinations. The Department

Cl 020-021 Elementary Greek (F, S; S, 3)

An intensive introduction to Classical Greek; no previous Greek required. Eugene W. Bushala

Cl 052-053 Intermediate Greek (F, S; 3, 3)

An introduction to continuous reading of Classical Greek Prose and Poetry. Review of principal points of grammar. Lowell Edmunds

Cl 056-057 Intermediate Latin (F, S; 3, 3)

An introduction to continuous reading of Classical Latin prose and poetry. Review of principal points of grammar. To be announced

Cl 230 (Pl 229) (En 378) Classical Mythology (S; 3)

Introduction to the principal gods, goddesses and heroes of the Greeks and Romans and the stories about them. Constant reference will be made to the legacy of classical mythology in Western art, literature and psychology. Lowell Edmunds

Cl 308 (Pl 308) The Political Thought of the Greeks (S;3)

An examination of Greek political philosophy, with special emphasis on Plato's Republic and Aristotle's Politics; an attempt to apply the resources of Greek thought to some of the perennial issues of political philosophy. Arthur Madigan, S.J.

Cl 314 (Fa 314) The Art and Archaeology of Ancient Egypt (S;3)

A study of the sculpture, architecture and painting of ancient Egypt from predynastic times to the Ptolemaic period. This history of Egyptian art will include careful attention to the broader archaeological context of the material with frequent reference to the historical connections between Egypt, Mesopotamia and the Aegean. Kenneth Craig

Cl 320 (Th 423) The Western Fathers (F; 3)

Prerequisite: Latin
Reading and interpretation of selected works of Latin Patristic writers, including Tertullian, Minucius Felix, Jerome, Augustine. Margaret Schatkin

Cl 323 (Th 425) The Greek Fathers (S; 3)

Prerequisite: Greek
History of the literary genres of Greek patristic literature, and selected reading from outstanding authors, with attention to style as well as social and intellectual context. Margaret Schatkin

Cl 328 Cicero and Sallust

Prerequisite: A knowledge of Latin at intermediate level.
Reading, in Latin, of Sallust's account of the conspiracy of Catiline, along with relevant material from Cicero's orations.

John W. Howard, S. J.

Cl 333 Petronius/Apuleius (F; 3)

Reading of the Cena Trimalchionis in Petronius' Satyricon, and, if time permits, of the tale of Cupid and Psyche in Apuleius' Metamorphoses ("The Golden Ass"). Study of the former in relation to the cena-theme in Roman satire.

Lowell Edmunds

Cl 335 Roman Satire (F;3)

Reading and discussion of selected satires of Horace and Juvenal.

Lowell Edmunds

Cl 361 Homer (F; 3)

Prerequisite: A knowledge of Greek at intermediate level.
Reading, in Greek, of important passages from the Odyssey.

John W. Howard, S. J.

Cl 382 Herodotus (F; 3)

Prerequisite: At least two years of Greek or with the approval of the department.

A reading of selections from Herodotus, the father of History, the earliest writer of literary Greek prose, and one of the great raconteurs of western literature.

Eugene W. Bushala

Cl 401 The Greek Historians (S; 3)

A reading in translation of the histories of Herodotus and Thucydides. An intensive investigation of the significant historical questions surrounding the miraculous Athenian epoch. Lectures and discussion. Several quizzes and two examinations.

Eugene W. Bushala

Cl 424 Plato (S; 3)

Prerequisite: A knowledge of Greek at the intermediate level.
Reading, in Greek, of the *Apology* and *Crito*, and selections from the *Phaedo* and *Gorgias*.

John Howard, S. J.

Cl 450 Elegiac Love Poetry (S; 3)

Prerequisite: At least two years of college Latin or with the approval of the department.

This course will cover a considerable portion of the elegiac poems of Tibullus, Propertius, and Ovid, investigating the genre of Roman elegiac poetry and the individual contributions of each poet. The method will be translation, lecture and discussion. A paper will be required.

Eugene W. Bushala

Cl 451 Greek Lyric Poetry (S; 3)

Readings and interpretation of selections from Campbell's anthology of lyric poetry; and of Pindar, Olympian 1 and Pythian 1. Lowell Edmunds

Cl 609 The Greek Intellectual Adventure (F; 3)

It would be hard to match the Greek thinkers of the sixth and fifth centuries B.C. for creativity and bold imagination. This course explores Greek philosophy up to Socrates with special emphasis on the Pre-Socratics and Sophists, and relevant background from poetry, drama and history.

Arthur Madigan, S.J.

Cl 616 (Pl 616) The Development of the Will (F; 3)

It may be news to us, but the idea of will had to be developed. How did this happen? We will try to answer this question through an examination of, among others, Socrates, Plato, Aristotle, and Plotinus.

Arthur Madigan, S. J.

Cl 640 (Pl 640) The Evolution of Greek Metaphysics (S; 3)

What is the root of the metaphysical impulse? How do metaphysical systems grow? These questions will guide a study of Parmenides, Heraclitus, the Atomists, Plato, Aristotle, and Plotinus. Arthur Madigan, S. J.

Cl 790-791 Readings and Research (F, S; 3, 3)

The Department

Center for East Europe, Russia and Asia (CEERA)

The Center's programs encourage faculty and students to participate in interdepartmental endeavors on both the graduate and undergraduate levels. Participating faculty comes from the Departments of Economics, Education, Fine Arts, History, Philosophy, Political Science, Sociology, Slavic & Eastern Languages, and Theology, and offer over eighty academic courses connected with the study of the culture, history and political life of East Europe, Russia and Asia. Many of these same professors also take part in two biennial interdepartmental courses sponsored by CEERA:

Un 212 Perspectives on Marxism

A coherent overview of the Marxist phenomenon, designed to enable the student to gain an overview from several major perspectives and an orientation for further study of questions raised by this important movement.

Un 697 Comparative Communism

At each session of this course two professors analyze important aspects of the theory and practice of Communism as they appear at the interface of their respective disciplines.

In addition to teaching activities, members of the Center are involved in publication of the specialized quarterly Studies in Soviet Thought and of the monograph series *Sovietica*, which now contains some forty-eight volumes. Interested students with some knowledge of Russian or other relevant languages are encouraged to participate in these projects. CEERA also sponsors talks and symposia on topics of interest.

Graduate students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from:

Prof. Thomas J. Blakeley (Philosophy),

Director Carney 201A

Prof. Peter S-H Tang (Political Science),

Associate Director McGuinn 229

Information on graduate degree programs with related area concentrations should be obtained directly from the academic departments: AB, MA, PhD in History or Philosophy; AB, MA in Russian or in Slavic Studies (Slavic & Eastern Languages).

Economics

Faculty

Professor James E. Anderson, A.B., Oberlin College; Ph.D., University of Wisconsin

Professor David A. Belsley, A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

Professor H. Michael Mann, A.B., Haverford College; Ph.D., Cornell University

Professor Robert J. McEwen, S.J., A.B., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Boston College

Professor Leon Smolinski, A.B., University of Freiburg, Germany; A.M., University of Cincinnati; Ph.D., Columbia University

Associate Professor Barry A. Bluestone, A.B., A.M., Ph.D., University of Michigan

Associate Professor John H. Ciccolo, Jr., A.B., University of Maryland; A.M., Ph.D., Yale University

Associate Professor André Lucien Daniére, Baccalaureate, Lyons; M.S., University of Massachusetts; Ph.D., Harvard University

Associate Professor Frank M. Gollop, A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Associate Professor Marvin Kraus, B.S., Purdue University; Ph.D., University of Minnesota

Associate Professor Francis M. McLaughlin, B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Associate Professor Salih Neftci, B.S., Middle East Technical University; Ph.D., University of Minnesota

Associate Professor Harold A. Petersen, A.B., DePauw University; Ph.D., Brown University

Associate Professor Joseph Quinn, A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

Associate Professor Donald Richter, B.A., M.A., Yale University; Ph.D., Massachusetts Institute of Technology

Associate Professor Barbara Spencer, B.Ed., Australian National University; M.Ed., Monash University; Ph.D., Carnegie-Mellon University

Associate Professor Richard W. Tresch, Chairman of the Department A.B., Williams College; Ph.D., Massachusetts Institute of Technology

Assistant Professor Christopher F. Baum, A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Assistant Professor Robert J. Cheney, S.J., A.B., A.M., Saint Louis University; S.T.L., Weston College; Ph.D., Georgetown University

Assistant Professor John Hekman, A.B., Valparaiso University; M.B.A., University of Chicago; Ph.D., University of Chicago

Assistant Professor Joe Peek, B.S., M.S., Oklahoma State University; Ph.D., Northwestern University

Program Description

The graduate program in economics is oriented primarily toward full-time students who are seeking the Ph.D. A limited number of students are also accepted to the M.A. program, which may be undertaken on either a part-time or full-time basis, and in rare cases applicants are accepted as part-time students in the Ph.D. program.

The Ph.D. Program

The doctoral program is designed to train economists for careers in teaching or research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements for the Ph.D. include a minimum of eighteen courses, comprehensive examinations, a one-year residence requirement, and a thesis.

In the first year of the doctoral program students are normally required to take two semesters of Micro Theory (Ec 700, 701), two semesters of Macro Theory (Ec 703, 704), one semester of Mathematics for Economists (Ec 711), one semester of Statistics (Ec 727), one semester of Regression Analysis (Ec 728), and an elective second term. The first semester of each theory sequence is designed as an intuitive-geometric introduction to theoretical concepts in preparation for the standard mathematical graduate approach, which begins in the second term. Students who enter with equivalent prior background may be exempted from at least the first semester of micro, macro, or mathematics for economists, however, by passing an examination in the field. Those students who exempt first-year courses are expected to elect additional courses from those listed up to a total of four courses each semester.

In the second year, students complete a third semester each of Micro (Ec 702) and Macro Theory (Ec 705), take a one semester course in Applied Econometrics (Ec 729) designed to coordinate the previous theory and statistics-econometrics coursework, and various electives from a wide range of electives. These include advanced theory, econometrics, money and banking, fiscal economics, industrial organization, international trade and finance, economic systems, urban economics, labor, and capital theory and finance. Students may also take independent study and, subject to departmental approval, may take courses in other departments of Boston College, or at Boston University, Tufts, or Brandeis.

Thesis work begins in the third year. Each student is required to take six credits of dissertation direction under the direction of a thesis advisor and participate in thesis seminars in which students present their ideas to their fellow students and the faculty for review.

Comprehensive examinations are given in May and September of each year. All students must pass written comprehensives in micro theory, macro theory, and two other fields from those listed above.

Total course requirements for the Ph.D. include fifty-four credits in economics, less any which may be waived by examination. Stu-

dents in the doctoral program are expected to achieve a B+ average in their course work to remain in good standing.

All candidates for the Ph.D. are required as a part of their course of study to provide part-time service for at least two years in research assistance and/or supervised teaching, or to demonstrate mastery of these skills from equivalent experience elsewhere. Stipends are normally awarded in connection with these services, to assist the students in their course of study, but failure to provide a stipend does not constitute waiver of the requirement.

The M.A. Program

The M.A. program in economics is designed to train people for careers as research economists in business or government. It is aimed at students who qualify, by virtue of both interest and aptitude, for a sophisticated program in quantitative economic analysis but who do not wish to make the time commitment required of a Ph.D.

Requirements for the M.A. degree include the satisfactory completion of ten courses and a comprehensive examination. The ten courses will normally include two semesters each of Micro Theory (Ec 700-701) and Macro Theory (Ec 703-704); one semester of Mathematics for Economists (Ec 711); Statistics (Ec 727); Regression Analysis (Ec 728); Applied Econometrics (Ec 729); and two electives from the 800-level courses.

The M.A. program is offered as a self-contained program, but the M.A. degree will also be awarded, upon request, to Ph.D. students who meet the M.A. requirements in the course of their doctoral work, and pass the comprehensive examination.

Admissions Information

Students who are quite sure they wish to pursue a Ph.D. should apply for admission directly to the Ph.D. program and not to the M.A. program. Requirements for admission are at the same level for both programs, and students who are admitted to one may normally transfer, given satisfactory performance, to the other. Financial aid is available only to full-time students in the Ph.D. programs.

Requests for further information or for application forms for admission and financial aid should be addressed to the Committee on Admissions, Economics Department, Boston College, Chestnut Hill, Mass., 02167. Applicants are required to submit college transcripts, two letters of recommendation, and scores from the Graduate Record Examination's quantitative, verbal, and economics tests. Applicants interested in financial assistance should ensure that their applications are completed by March 15. Applications completed beyond that date will be considered but will be subject to reduced chances of financial aid awards.

Course Offerings

Section I—First Year Program

Ec 700 Microeconomic Theory I (F; 3)

Some basic micro models: geometric and mathematical representations. The Department

Ed 701 Microeconomic Theory II (S; 3)

Prerequisite: Ec 700 or its equivalent
Comprehensive treatments of theories of consumer behavior and production. The Department

Ec 702 Microeconomic Theory III (F; 3)

Prerequisite: Ec 700 and 701 or their equivalent
General equilibrium analysis and welfare economics, linear programming and set theoretic production theory. The Department

Ec 703 Macroeconomic Theory I (F; 3)

Augmented intermediate macroeconomics. A thorough treatment of the basic Keynesian and Classical models. The Department

Ec 704 Macroeconomic Theory II (S; 3)

Prerequisite: Ec 703 or its equivalent
1—Models of income, prices, and interest. A formal treatment of the neo-Keynesian macro model. 2—Consumption, saving, and wealth. 3—Theories of investment behavior. 4—The demand for money and the supply of money. 5—Aggregate supply and inflation; Phillips curve; natural rate theory. 6—Policy making under uncertainty. The Department

Ec 705 Macroeconomic Theory III (S; 3)

Prerequisite: Ec 703 and 704 or their equivalent

1—Aggregation in macroeconomics. 2—Portfolio choice under uncertainty and financial markets. 3—Introduction to international macro models. 4—Disequilibrium and short-run dynamics. 5—Capital accumulation and longer-run dynamics. 6—The role of expectations in deterministic and stochastic models.

The Department

Ec 711 Mathematics for Economists (F; 3)

1—Differential calculus—limits, partial derivatives, jacobians, differentials, maxima and minima of functions of several variables, Lagrange multipliers, implicit function theorem, envelope theorem. 2—Elementary economic applications—comparative static analysis, dual approach to economic theory.

Donald K. Richter
Barbara Spencer

Ec 727 Statistics (F; 3)

This course presents the statistical background required as an introduction to the study of econometrics: probability, sampling distributions, statistical problems of point and interval estimation and hypothesis testing.

The Department

Ec 728 Regression Analysis (S; 3)

Prerequisite: Ec 727 or its equivalent

This course focuses on parameter estimation and hypothesis testing in linear economic relationships. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

The Department

Ec 729 Applied Econometrics (F; 3)

Prerequisite: Ec 727 and 728 or their equivalent

Methodology of measurement; Bayesian estimation; logit-probit; discrete dependent variables; spectral analysis; Box-Jenkins analysis; illustrations.

John H. Ciccolo
Frank M. Gollop

Section II—Advanced Courses

Ec 801 Economic Theory—Advanced Microeconomics (S; 3)

Advanced seminar in which mathematical methods are used to analyze current issues in price theory. Topics covered may vary with the interests of the students.

Donald Richter

Ec 827 Econometric Theory I (F; 3)

Introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables and other single equation problems will be discussed in this context.

David A. Belsley

Ec 828 Econometric Theory II (S; 3)

Prerequisite: Ec 827

Continuation of material of Ec 827. A development of estimation in the general stochastic model and in systems of simultaneous linear equations.

David A. Belsley
Salih Nettir

Ec 853 Industrial Organization I (F; 3)

Presentation of the economic theory on the interrelationships among various elements of market structure. Empirical work examined concerns such factors as economies of scale, differentiation of product, capital requirements.

H. Michael Mann
Frank M. Gollop

Ec 854 Industrial Organization II (S; 3)

Investigation of consequences of alternative market structures in dimensions of allocative, dynamic and x-efficiency, economic progress, stability, and product quality. Public policy assessed in light of our knowledge about the causes of and consequences of concentration.

H. Michael Mann
Frank M. Gollop

Ec 861 Monetary Theory (F; 3)

Prerequisite: Intermediate Macroeconomics and differential calculus
This course analyzes monetary instruments and policies in the contexts of neo-Keynesian and modern quantity theories of economic

activity. Topics include the role of wealth in macro models; inflation theory; theoretical and empirical study of money and other financial instruments; the term structure of interest rates; portfolio theory; and money in a growing economy.

Joe Peek
John H. Ciccolo

Ec 862 Stabilization Policy (S; 3)

Prerequisites: Intermediate Macroeconomics and differential calculus

This course analyzes the theory and practice of stabilization policy in the modern United States economy. Topics include the evolution of fiscal policy actions; budget measures and their impact on aggregate demand; "crowding out" and the monetarist debate; wage-price policies; targets and indicators; and the specification of an optimal policy set via optimal control theoretic techniques. Christopher F. Baum

Ec 865 Fiscal Economics I (F; 3)

Problems of economic efficiency and allocation; topics covered and emphasis usually include: decision rules for public expenditures; theory and measurement of tax incidence; the question of "optimal" taxation and "excess burden".

Donald Richter
Barbara Spencer
Richard W. Tresch

Ec 866 Fiscal Economics II (S; 3)

Continuation of Fiscal Economics I. Cost-benefit analysis, the evaluation of public investments in theory and practice; problems of fiscal federalism; and selected topics in macro fiscal policy, including: optimal economic policy in the context of targets and instruments; the theory and measurement of static and dynamic stabilizers; and the analysis of selected problems from recent U.S. policy experience.

Richard W. Tresch
Donald Richter
Barbara Spencer

Ec 871 Theory of International Trade (F; 3)

A careful development of international trade theory, with emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage.

James E. Anderson

Ec 872 Problems in International Economics (S; 3)

Treatment of balance of payments adjustment models, the theory of macro policy-making in the open economy, and empirical work on the balance of payments and its elements. Also selected topics in trade theory.

James E. Anderson

Ec 880 Capital Theory and Finance (S; 3)

Valuation of assets, rates of return, measurement of earnings, risk and portfolio choice, the capital asset pricing model, and special problems in investment such as human capital, the public sector and the impact of the tax structure on investment.

Harold Petersen

Ec 885-6 Topics in Labor Economics and Income Distribution (F; S; 3)

This course focuses on topics of current interest in labor economics. Examples include alternative theories of income distribution, race and sex discrimination, the IQ controversy, and the political economics of income maintenance. Both theoretical and empirical issues are investigated.

Joseph Quinn
Barry Bluestone

Ec 893 Urban Economics I (F; 3)

Models of resource allocation in cities: site rent as an influence on the location of households and firms; inter- and intra-urban variation in prices, wages and population density; cost-benefit analysis of urban programs; problems of urban public finance.

William B. Neenan, S.J.

Ec 894 Urban Economics II (S; 3)

Prerequisite: Ec 893

Topics to be covered include transportation, housing, the environment, and provision of public goods.

Marvin Kraus

Ec 897 Soviet Economic System (F; 3)

Soviet economic growth under the five-year plans and its determinants. Planning principles, the role of the price system and incentives,

investment policies. An appraisal of the Soviet system from the viewpoint of welfare and efficiency criteria.

Leon Smolinski

Ec 898 Comparative Economic Systems (S; 3)

The theory and practice of central economic planning and decentralized decision-making in various economic systems such as market socialism, command economy, indicative planning. The choice of the optimal degree of centralization and problems of informational efficiency. Comparative analysis of dynamic and static efficiency of economic systems. The convergence hypothesis. Leon Smolinski

Section III—Research**Ec 799 Reading and Research (F, S; 3, 3)**

By arrangement

The Department

Ec 901-902 Research-In-Progress-Seminar (F; 3)

Required of all admitted to candidacy for the doctor's degree and open to all other students.

Ec 990 (As 990) Graduate Core Seminar (S; 3)

See American Studies section for description.

Ec 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence. This registration entitles them to use university facilities (library, etc.) and the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Education**Faculty**

Professor Peter W. Airasian, A.B., Harvard University; A.M., Ph.D., University of Chicago

Professor Michael H. Anello, B.S., Seton Hall University; A.M., Ph.D., Cornell University

Professor Evan R. Collins, A.B., Dartmouth College; Ed.M., Ed.D., Harvard University; Sc.D., Union University; L.L.D., Lehigh University; Doctor, University of Strasburg

Professor Katherine C. Cotter, B.S., Hyannis State Teachers College; M.Ed., Ph.D., Fordham University

Professor John S. Dacey, A.B., Harpur College; M.Ed., Ph.D., Cornell University

Professor Donald T. Donley, B.S., State University of New York at Buffalo; D.Ed., Syracuse University

Professor John R. Eichorn, B.S., Salem State Teachers College; M.Ed., D.Ed., Boston University

Professor Francis J. Kelly, A.B., Boston College; A.M., Columbia University; D.Ed., Harvard University

Professor Mary T. Kinnane, A.B., H.Dip.Ed., Liverpool University; A.M., University of Kansas; Ph.D., Boston College

Professor George T. Ladd, B.S., State University College at Oswego, New York; M.A.T., D.Ed., Indiana University

Professor Pierre D. Lambert, B.S., M.Ed., Boston College; Ph.D., State University of Iowa

Professor George F. Madaus, B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Professor Vincent C. Nuccio, A.B., Boston College; M.E., D.Ed., Cornell University

Professor Ronald L. Nuttall, A.B., A.M., Ph.D., Harvard University

Professor Edward J. Power, A.B., St. John's University (Minnesota); Ph.D., University of Notre Dame

Professor Lester E. Przewlocki, A.B., M.A., DePaul University; Ph.D., University of Chicago

Professor John Savage, A.B., Iona College; Ed.D., Boston University

Professor John F. Travers, Jr., B.S., M.Ed., Ph.D., Boston College

Professor John J. Walsh, B.S., Boston College; A.M., Ph.D., University of Chicago

Associate Professor Lillian Buckley, B.S., Framingham State College; Ed.M., Ed.D., Boston University

Associate Professor M. Beth Casey, A.B., University of Michigan; A.M., Ph.D., Brown University

Associate Professor William M. Griffin, A.B., Marietta College; A.M., State College for Teachers at Albany; D.Ed., Syracuse University

Associate Professor Irving Hurwitz, A.B., Ph.D., Clark University

Associate Professor Richard M. Jackson, A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Associate Professor John A. Jensen, A.B., Cornell University; A.M., Ed.D., University of Rochester

Associate Professor Joan C. Jones, B.S., Northwest Missouri State Teachers College; M.Ed., University of Missouri; Ed.D., Boston University

Associate Professor John B. Junkala, B.S., State College of Fitchburg; M.Ed., Boston University; D.Ed., Syracuse University

Associate Professor William K. Kilpatrick, B.S., Holy Cross College; A.M., Harvard University; Ph.D., Purdue University

Associate Professor Raymond J. Martin, A.B., Iowa State Teachers College; M.A., Ph.D., State University of Iowa

Associate Professor Jean Mooney, A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Associate Professor Bernard A. O'Brien, A.B., Boston College; A.M., Ph.D., Catholic University of America

Associate Professor Diana P. Paolitto, A.B., Smith College; M.A.T., Harvard University; Ed.D., Boston University

Associate Professor Michael Schiro, B.S., Tufts University; M.A.T., D.Ed., Harvard University

Associate Professor Charles F. Smith, Jr., B.S.Ed., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

Associate Professor Kenneth W. Wegner, B.S., M.Ed., D.Ed., University of Kansas

Assistant Professor Mary M. Brabeck, B.A., M.S., Ph.D., University of Minnesota

Assistant Professor Marcia Bromfield, A.B., Tufts University; M.S., Syracuse University; Ph.D., Syracuse University

Assistant Professor Sherrill Butterfield, B.S., Fitchburg State College; M.S., Boston College; Ph.D., University of Pittsburgh

Assistant Professor James J. Cremins, A.B., A.M., Ph.D., University of Connecticut

Assistant Professor Joseph Duffy, S.J., A.B., A.M., Boston College; S.T.L., Weston College; M.S.Ed., Ph.D., Fordham University

Assistant Professor Margaret Griffin, B.S., Framingham State Teachers College; M.Ed., Boston College

Assistant Professor Bonnie Lass, A.B., Syracuse University; M.S., CCNY; Ph.D., University of Illinois

Assistant Professor Alec F. Peck, A.B., University of San Francisco; M.S., Ph.D., Penn. State University

Assistant Professor Theresa Powell, Diploma, Posse School of Physical Education; B.S., Ed.M., Boston University

Assistant Professor Robert A. Stodden, A.B., Syracuse University; M.S., California State College (Long Beach); Ph.D., University of Florida

Assistant Professor Elizabeth R. Welfel, A.B., Emmanuel College; A.M., Ph.D., University of Minnesota

Adjunct Assistant Professor Philip DiMatta, B.S., M.Ed., Ph.D., Boston College

Adjunct Lecturer Michael E. Herron, B.S., California State University at Northridge; A.M., California State University at Los Angeles

Adjunct Lecturer W. Robert Smith, B.S., Northern Illinois University

Adjunct Lecturer Hugo Vigoroso, B.S., University of Rhode Island; M.Ed., Boston College

Lecturer George Zimmerman, B.S., Kutztown State College; A.M., Western Michigan University

Program Description

The Department of Education, through its four major divisions of study, offers the M.Ed., M.A., M.A.T.-M.S.T., C.A.E.S., D.Ed. and Ph.D. degrees. Graduate programs serve a dual purpose: research—preparing students in a research-based knowledge of education with specialized competence in the evaluation of educational innovations and in basic quantitative research methodology; educational practice—preparing students to apply knowledge in history and philosophy, administration, counseling and educational psychology, curriculum and special education to practice in both school and non-school settings.

International Program for Graduate Studies

The School of Education's International Program offers overseas opportunities through course work for Graduates desiring classroom or research opportunities and experiences. Participants may work with their counterparts in such countries as India, Wales, Ireland, Scotland, Switzerland, New Zealand, Great Britain and others. Fall, Spring and Summer assignments are possible. For further information, consult with the Program Director or the International Program Director, School of Education, Campion 115, Boston College, Chestnut Hill, Massachusetts, 02167.

DEPARTMENT PROGRAMS AND REQUIREMENTS

Master of Education Degree:

The Master of Education is given in the fields of Educational Psychology, Elementary Education, Counseling Administration and Supervision, Reading, Religious Education, Early Childhood, Gifted, Media Specialist, Special Education, and Educational Research, Measurement and Evaluation.

Ed 500- History of American Education is recommended for those who have had no course work in the history of American education. Each student is required to pass a comprehensive examination upon conclusion of course work.

All courses in the three hundred sequence (Ed 300-399) are open to undergraduates.

Master of Arts in Teaching and Master of Science in Teaching Degrees:

The M.A.T. M.S.T. degree programs are designed for liberal arts graduates who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools, and for recent college graduates already prepared to teach at the secondary level. Programs are described under the section dealing with Secondary Education.

Master of Arts Degree:

The Master of Arts degree is given in the areas of Philosophy of Education, Counseling Psychology, Higher Education, and Rehabilitation Teacher and Peripatology Program.

Certificate of Advanced Educational Specialization (C.A.E.S.):

Students who complete a directed program of courses and/or research amounting to a minimum of 30 semester hours beyond the Master's degree are eligible to receive the C.A.E.S. Specific programs for the Certificate have been designed in Administration and Supervision, Religious Education, Counseling and School Psychology and certificate programs tailored to the requirements of individual students

may be arranged in other areas. Each student in the C.A.E.S. program is required to pass a comprehensive examination upon conclusion of course work.

Doctor of Philosophy and Doctor of Education

Degrees:

A formal doctoral program of study is defined as a minimum of 84 graduate course credits earned subsequent to receipt of the Bachelor's degree. Students possessing a Master's degree at the time of their admission to doctoral studies may be permitted to transfer up to thirty graduate course credits to their doctoral program. No more than six additional graduate course credits earned prior to admission to a doctoral program may be transferred.

Upon admission to a doctoral program, the doctoral student will be assigned a temporary advisor. During the first semester of doctoral studies the student will be assigned an academic advisor.

The doctoral program of studies will be designed by the student in consultation with his or her advisor. A major field of concentration consisting of at least 30 graduate course credits must be included in the program. Included in the 30 graduate course credits will be six credit hours of Ed 988-Dissertation Direction. One or two minor fields of concentration may be included, at least 15 graduate course credits being necessary to constitute a minor.

Doctor of Education: The candidate must have had three years of full-time education experience prior to receipt of the degree. Technical competence in research methods and statistics must be demonstrated in a manner approved by the Department.

Doctor of Philosophy: The student must demonstrate proficiency in at least one language other than English. The languages specified may include any classical, modern or computer language. Statistical competency may also be required.

Technical competence is defined by successful performance in the following courses: Ed 468 Introduction to Statistics, Ed 469 Intermediate Statistics, Ed 565 Quantitative Data Collection Procedures: Theory and Practice, and Ed 865 Planning and Conducting Educational Research.

DIVISION OF COUNSELING PSYCHOLOGY AND SCHOOL PSYCHOLOGY

Director: Dr. Francis J. Kelly

Mission and Purpose: The Division of Counseling Psychology and School Psychology has as its mission the preparation of Counselors and School Psychologists at the Master and C.A.E.S. levels, and the preparation of Counseling Psychologists at the Ph.D. level for competent professionals functioning in schools, universities and a variety of non-school health delivery settings.

The primary focus of the tri-level program is on the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies and career development. Theoretical concepts are integrated with supervised practice through field placements and varied instructional approaches.

The master's degree program prepares counselors for entry level positions in schools and non-school settings. The C.A.E.S. program in counseling provides additional professional preparation to complete identified gaps in professional functioning. The thrust in these programs is essentially a pro-active stance: working with basically healthy individuals to prevent serious problems, together with developing an ability to recognize problems and refer individuals with serious difficulties to appropriate facilities.

The C.A.E.S. program in School Psychology has as its purpose the preparation of certified school psychologists. The program stresses a variety of psycho-educational assessment and intervention strategies for children with special needs.

The doctoral program through advanced coursework and supervised internships builds on prior graduate training and professional experience to achieve the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; ability to provide supervision, consultation and out-reach; and demonstrated competencies with a variety of individual and

group counseling approaches in supervised internships. The doctoral program is designed to meet eligibility requirements for licensure as a psychologist, and to help develop a commitment on the part of the student to the ethical and legal standards of the profession, including sensitivity to individual, gender and cultural differences.

Details of the available graduate programs in this Division are provided in the descriptions which follow.

Counseling, School Psychology and Counseling Psychology

Boston College offers a Master's of Education in counseling and a Master of Arts in Counseling. Both programs meet the professional standards recommended by the American Personnel and Guidance Association. The Master of Education in Counseling is designed to meet certification requirements for school counselors of the Massachusetts Department of Education. Incoming Master's degree students may begin their program in September, or Summer Session.

Prerequisites for enrollment in the Master of Education and/or Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality, theory, research method and basic statistics, and developmental psychology. Students who have not met these prerequisites will be expected to choose appropriate electives in their Masters program to fulfill these requirements.

Master of Education in Counseling

M.Ed. students should follow one of the two programs listed below which satisfy provisional state requirements. The M.Ed. programs contain a common core of counseling courses but permit selection of recommended courses for professional preparation for either working with children under 12 or with adolescents and adults. Each of the professional courses in counseling is accompanied by prepracticum laboratory experience.

The Department of Education requires that all students take three courses outside their major area as part of their Master of Education program. The Division of Counseling recommends these three be in Educational Psychology, Special Education and Research and Measurement.

Two semesters of counseling practicum with a minimum of 200 clock hours per semester in a regular school setting is required by the Division of Counseling. This also satisfies state certification requirements in Massachusetts. Practicum usually requires at least two days per week during regular school hours. Any student unable to meet this requirement should not apply to this program. There can be no exceptions. Students must sign up for practicum by November 1st or April 1st of the semester preceding such enrollment. Any student signing up who does not enroll for that practicum must wait one year before being eligible again.

Students wishing to be counselors in public schools must assume responsibility for determining the teacher-counselor certification requirements of the state in which they want to be certified.

Master of Education in Counseling Children

Requirements:

- Ed 440 Principles and Techniques of Counseling
- Ed 443 Counseling and Group Process with Children
- Ed 444 Comparative Theories of Personality Development
- Ed 445 Clinical Child Psychology
- Ed 448 Career Development and Placement
- Ed 641 Behavior Disorders in Childhood and Adolescence
- Ed 648 Practicum in Counseling Children
- Ed 748 Intermediate Counseling Practicum
- Ed 464 Individual Intelligence Testing
- Ed 416 Child Psychology
- Ed 460 Interpretation and Evaluation of Educational Research
- A graduate course in Special Education

A Master of Education in Early Childhood: Counseling and Child Development is offered in collaboration with the Early Childhood Program. (See section on the Early Childhood Program for details.)

Master of Education in Counseling Adolescents and Adults

Requirements:

- Ed 440 Principles and Techniques of Counseling

- Ed 444 Comparative Theories of Personality Development
 Ed 446 Counseling Theory and Process
 Ed 448 Career Development and Placement
 Ed 465 Group Psychological Tests
 Ed 646 Practicum in Counseling Adolescents and Adults
 Ed 746 Intermediate Practicum in Counseling Adolescents
 Ed 544 Case Studies-Diagnosis: Adolescence
 or
 Ed 641 Behavior Disorders in Childhood and Adolescence
 Ed 549 Abnormal Psychology for Counselors
 Ed 460 Interpretation and Evaluation of Educational Research

Plus two electives which satisfy departmental and/or divisional requirements.

Master of Arts in Counseling

A Master of Arts degree in Counseling is designed for candidates who wish to work in non-school settings. In general, the course requirements are similar to those of the M.Ed. in counseling. However, the M.A. candidate may have more flexibility in choosing electives and in practicum placements. The candidate for the M.A. degree is required to choose three courses offered outside the Division of Counseling Psychology. They may be elected from other Divisions of the Department of Education or from the Department of Psychology, Sociology, Management, Nursing, et al. Candidates will follow one of the programs listed below.

Note: Since the M.A. candidate will not have a practicum in a comprehensive K-12 school system, completion of this M.A. program does NOT qualify for certification as a school counselor in Massachusetts.

Master of Arts in Counseling Children

Requirements:

- Ed 416 Child Psychology*
 Ed 440 Principles and Techniques of Counseling
 Ed 443 Counseling and Group Process with Children
 Ed 444 Comparative Theories of Personality Development
 Ed 445 Clinical Child Psychology
 Ed 448 Career Development and Placement
 Ed 460 Interpretation and Evaluation of Educational Research
 Ed 464 Individual Intelligence Tests*
 Ed 641 Behavior Disorders in Childhood and Adolescence
 Ed 642 Introduction to Play Therapy
 Ed 648 Practicum in Counseling Children
 Ed 748 Intermediate Practicum: Children

A graduate course is Special Education

*Not Division of Counseling courses

Master of Arts in Counseling Adolescents and Adults

Requirements:

- Ed 440 Principles and Techniques of Counseling
 Ed 444 Comparative Theories of Personality Development
 Ed 446 Counseling Theory and Process
 Ed 448 Career Development and Placement
 Ed 460 Interpretation and Evaluation of Educational Research
 Ed 465 Group Psychological Tests*
 Ed 549 Abnormal Psychology for Counselors
 Ed 646 Practicum in Counseling Adolescents and Adults
 Ed 746 Intermediate Practicum: Adolescents and Adults

Plus three electives, one of which must be outside Division of Counseling.

Master of Arts in Counseling Socially Disorganized Youth

A program leading to a Master of Arts degree with a specialization in working with socially disorganized, delinquent or acting out adolescents is offered. The program is designed as pre-service or in-service training for careers in probation, court diversion, residential treatment centers, or other areas concerned with counseling acting out or delinquent adolescents.

The M.A. program has a common core curriculum consisting of twenty-four hours of required course work (8 courses) and twelve hours of work in specialized areas, e.g. juvenile vs. adult offenders. Two semesters of practicum must be completed in a setting providing experience in counseling public offenders, either juvenile or adult, dependent on student's choice of specialization. Recommended programs are as follows:

- I. Core Curriculum:
 Ed 440 Principles and Techniques of Counseling
 Ed 444 Comparative theories of Personality Development
 Ed 446 Counseling Theory and Process
 Ed 545 Communication in Counseling
 Ed 640 Group Counseling and Group Theory
 Ed 641 Behavior Disorders in Childhood and Adolescence
 Sc 330 Deviance and Social Control
 Ed 646 Practicum in Counseling Adolescents and Adults
 Ed 746 Intermediate Practicum in Counseling Adolescents and Adults

II. Specialization by Age:

- A. Juvenile:
 Sc 724 The Juvenile Court and Correctional Process
 Ed 445 Clinical Child Psychology
 Ed 544 Case Studies – Diagnosis: Adolescence
- B. Adult:
 Sc 722 Advanced Criminology and Penology
 Ed 549 Abnormal Psychology for Counselors
 Ed 643 Counseling for Human Development

Certificate of Advanced Educational Specialization in Counseling

The Certificate of Advanced Educational Specialization (C.A.E.S.) is a permanent part-time program designed to complete the professional preparation needed by counselors beyond the Master's degree. It is intended for persons who are working full time as counselors, and has no residency requirement. Doctoral students may not elect to substitute the C.A.E.S. Similarly, acceptance to the C.A.E.S. program does not imply acceptability to a doctoral program.

Applicants to the C.A.E.S. program must have completed the equivalent of a Master's degree in counseling and two to three years of continuing successful professional experience in the field. The C.A.E.S. candidate must complete 30 semester hours of advanced graduate level coursework (ordinarily those courses numbered 600 through 900). The C.A.E.S. program is flexible and may be tailored to the needs of counselors working at all levels in education or non-education employment. However, the C.A.E.S. candidate must:

1. Complete at least one post-Master's level practicum
2. Demonstrate competency in statistics and measurement
3. Select at least 18 semester hours of counseling courses (exclusive of testing and assessment courses)
4. Select remaining coursework in a related area
5. Pass a comprehensive examination at the end of coursework

Note: This program does not prepare for certification as a school psychologist. Those interested in school psychology should consult that heading.

Certificate of Advanced Educational Specialization in School Psychology

Boston College offers a school psychology program leading to the M.Ed. and C.A.E.S. The program is designed to satisfy certification requirements for School Psychologists of the Massachusetts Department of Education and standards recommended by the National Association of School Psychologists. Upon successful completion of the first 36 hours of graduate credit the student may receive an M.Ed. degree. However, the M.Ed. does not satisfy State or University certification requirements for School Psychologists. The remaining 30 hours of specialized study and field work must be completed successfully before the C.A.E.S. in School Psychology will be awarded (a total of 66 graduate credit hours).

Four semesters of practicum are required for school psychology certification. Each semester of practicum must represent a minimum of

150 clock hours in placement (two full days per week). Two semesters must be in a K-12 school system, the remaining two may be in a school, clinic or hospital where children with learning or emotional problems between the ages of 3-21 are served.

Sixty hours of the program must be in the following areas:

I. Educational Foundations	12 hours
II. Psychological Foundations	12 hours
III. Assessment, Prescriptive and Intervention Strategies	24 hours
IV. Supervised Field Experience	12 hours

It is recommended that the remaining six hours include Ed 440, Principles and Techniques of Counseling and Ed 448, Career Development and Placement, in order that students may also be certified as school counselors.

Doctoral Programs in Counseling Psychology

Doctoral applicants are not admitted directly to the doctoral program with a bachelor's degree. Applicants are required to have a master's degree in counseling psychology or a related field with a completed core program commensurate to our Master's counseling sequence including a minimum of 400 clock hours of counseling practicum. In addition, the doctoral applicant in most cases has two to three years of successful post-master's degree professional field experience. The doctoral program (Ph.D.) in counseling psychology follows guidelines recommended by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program provides the professional pre-doctoral educational requirements for licensure as a counseling psychologist. However, licensure requirements in Massachusetts include an additional 1600 hours of post-doctoral supervised experience. The deadline for completed applications for Fall admission in Counseling Psychology is March 1 of that year.

To meet the recommended professional training standards, students must demonstrate competency in either their Master's or Doctoral programs by passing a minimum of three or more graduate semester credits in each of the following content areas:

- a) Biological bases of behavior (e.g. physiological psychology, comparative psychology, neuropsychology, sensation, psychopharmacology).
- b) Cognitive-affective bases of behavior (e.g., learning, memory, perception, cognition, thinking, motivation, emotion).
- c) Social bases of behavior (e.g., social psychology, cultural, ethnic and group processes, sex roles, organizational and systems theory).
- d) Individual behavior (e.g. personality theory, human development, individual differences, abnormal psychology).

Once admitted, doctoral students are required to complete the following:

I. A minimum of 57 semester hours of course work distributed as follows:

A. A minimum of 27 hours in Counseling Psychology including the following core courses:

- Ed 640 Seminar in Group Counseling and Group Therapy
- Ed 840 Seminar in Issues in Counseling Psychology
- Ed 842 Seminar in Counseling Theory
- Ed 843 Seminar in Career Development
- Ed 844 Seminar in Counseling Supervision

The remaining minimum of 12 semester hours of course credit in Counseling Psychology will be distributed in the speciality areas.

B. Ed 849-Internship in Counseling Psychology (the equivalent of one full-time academic year)-a minimum of 12 semester hours of supervised internship. Prerequisite-minimum of 400 clock hours of counseling practicum (e.g., Ed 646, Ed 746, Ed 846).

Off-campus internship placements are available for counseling children, adolescents and adults in community mental health agencies, hospital settings, child care facilities, university counseling centers and schools.

C. Competency in statistics, research design and methodology:

- Ed 468 Introduction to Statistics
- Ed 469 Intermediate Statistics
- Ed 841 Seminar in Evaluation and Research in Counseling
- Ed 865 Planning and Conducting Research

D. Ed 988 Dissertation Direction-six semester hours.

- II. Demonstrated proficiency in a modern or computer language by passing the appropriate language examination.
- III. Successful completion of doctoral comprehensive examinations at the end of graduate course work.
- IV. Proposal, completion and defense of a doctoral dissertation.

DIVISION OF EDUCATIONAL FOUNDATIONS

Director: Dr. John J. Walsh

Mission and Purpose: The Division of Educational Foundations represents a consolidation of the resources and responsibilities in the areas of (1) educational and developmental psychology, (2) history and philosophy of education, and (3) educational research, measurement and evaluation. The broad mission of the Division is to study, expand and disseminate at the undergraduate and graduate levels, past and current empirical and philosophical knowledge of human development and learning, and to assess the effects of interventions designed to promote that development in formal and informal educational settings.

The Division has an integral relationship to the undergraduate programs in the School of Education. It has responsibility for the two programs, Early Childhood Education and Human Development, which have a strong developmental orientation and for the program in Computer Usage in Education. It also offers the basic courses in the history and philosophy of education; educational, child and adolescent psychology and development; and educational measurement and computer applications.

The Division's instructional responsibilities at the graduate level are twofold: one is to provide for graduate students in the Division of Counseling Psychology, the Division of Instructional Leadership and Administration, and the Division of Special Education and Rehabilitation those courses which are prescribed for them in the areas of educational history and philosophy, educational and developmental psychology, statistics, measurement and research methodology.

The other responsibility of the Division in the Graduate School is to offer M.Ed., C.A.E.S., D.Ed., and Ph.D. programs for students who wish to specialize in an area within the competence and resources of the faculty of the Division, or in an area in which the offerings of this Division can be combined with those of another Division or Department to produce a program of substance and high quality.

Details of the available graduate programs in this Division are provided in the descriptions which follow.

History and Philosophy of Education

The doctoral program in the History and Philosophy of Education is currently under review by a faculty committee, which will consider changes in the thrust and requirements of the program. No applications for admission to the program will be considered until the committee's recommendations have been approved. Requests for additional information may be addressed to Director, Division of Educational Foundations.

Educational Psychology

Candidates for the M.Ed. in this program are prepared to serve as educational instructors, researchers and consultants in school systems, prisons, hospitals, social agencies, publishing houses, and industry. They sometimes serve in schools as in-service leaders, with a portion of their teaching assignment reduced. Students also have the option to take a combined program in Educational Psychology/Early Childhood.

Requirements:

- Ed 402 Modern Educational Thought
or
- Ed 403 Philosophy of Education
- Ed 311 Educational Psychology
or
- Ed 414 Modern Psychology and Education
- Ed 315 Psychology of Adolescence
- Ed 412 Abnormal Psychology
- Ed 416 Child Psychology
- Ed 460 Interpretation and Evaluation of Educational Research
- Ed 468 Introduction to Statistics

Three electives (suggested: Ed 373, 382, 383, 392, 424, 464, 466, 499, 579).

Ph.D. Program: The range of careers available to Educational Psychology graduates with a Ph.D. is quite wide and includes careers in university teaching, research, consultation to business and school systems, and work in hospitals and correctional institutions.

Requirements: Students at the Ph.D. level also must fulfill the above requirements if they have not done so in earlier graduate work. They should also enroll in Ed 469 Intermediate Statistics and in as many of the doctoral seminars listed below as possible. Choices of their remaining courses are relatively open, and include the option of up to five courses concentrated in some other specialization.

- Ed 611 Development and Learning in Infants and Preschoolers
- Ed 810 Seminar in Early Childhood
- Ed 813 Seminar in the Psychohlogy of Parenthood
- Ed 910 Projects in Educational Psychology
- Ed 911 Seminar in Cognitive Processes
- Ed 913 Seminar in Motivation: Theory and Practice
- Ed 915 Culture and Psychology
- Ed 916 Seminar in Child Psychology
- Ed 917 Seminar in the Methods of Educational Psychology

Outdoor Education

Candidates for the M.Ed. in this program are prepared to lead a wide variety of educational activities in outdoor settings. Graduates will be able to facilitate growth in such areas as interpersonal and inter-group skills, self-confidence, knowledge of ecology, sensory awareness, basic educational skills, and survival abilities.

Graduates will be eligible for jobs at parks and reservations which conduct educational programs, and at schools, residential centers, penal institutions, Outward Bound, and other facilities whose aim is to offer such help, to adolescents especially.

Required Education courses in this 30-credit program are:

- Ed 309 Seminar in Science
- Ed 311 Educational Psychology
- (or 414—Modern Psychology and Education)
- Ed 315 Adolescent Psychology
- Ed 317 Practicum in Outdoor Education
- Ed 340 Personality Theories
- Ed 341 Counseling Theories
- Ed 412 Abnormal Psychology
- Ed 416 Child Psychology

Two electives (recommended electives are Ed 300, 320, 325, 326, 327, 328, 392, 402, 403, 440, 450, 499; field placements are also available for 3 credits).

Early Childhood Education

The Early Childhood Education Program focuses on the study of the child from birth through eight years and prepares students for degrees at the Master's, C.A.E.S. and Doctoral levels. In addition, students have the option of completing an Early Childhood degree in combination with other education programs, such as Educational Psychology, Counseling Psychology, Special Education or Educational Administration. Those wishing to get elementary education teacher certification through the Early Childhood Program will be required to do some additional coursework in Elementary Education, which will be worked out on an individual basis. In addition, beginning in the Fall of 1980, M.Ed. students will be able to elect a program leading towards fulfillment of requirements for the new Massachusetts certification: Teacher of Young Children with Special Needs. See the Special Education section for details on this program. A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool through third grade, director of daycare and early intervention programs, college or university instructor, or member of multi-discipline teams in research, government and hospital settings. The Early Childhood Program sponsors both a demonstration Piagetian-based preschool and kindergarten, which are available to students for field experiences.

M.Ed. Requirements: In addition to Departmental requirements, the following courses are required for the Early Childhood Program:

- Ed 416 Child Psychology
- Ed 307 Quantitative Skill Development for Young Children
- Ed 318 Reading and Language Arts, Preschool

or through Grade Two

- Ed 413 Early Childhood Methods
- Ed 418 Analysis of Learning Environments for Young Children
- Ed 611 Development and Learning in Infants and Preschoolers

At least three of the following should be taken:

- Ed 310 Family, School and Community Relations
- Ed 387 Infant and Preschool Exceptional Child (Summer Session)
- Ed 388 Infant and Preschool Exceptional Child Practicum (Summer Session)
- Ed 419 Student Teaching-Early Childhood
- Ed 494 Language Acquisition
- Ed 513 Early Detection of Emotional Disturbance in Infants and Toddlers
- Ed 516 Pre-Practicum Early Childhood
- Ed 567 Assessment of Preschool Children
- Ed 642 Introduction to Play Therapy
- Ed 649 Practicum in Play Therapy
- Ed 661 Seminar on Infant Assessment

In addition to the above courses, there is a series of courses on International Education. This includes a summer overseas school experience in an early childhood setting. Those wishing to participate in the overseas program should make application through the International Center. The following courses are available through this series:

- Ed 415 International Classroom Experience in Early Childhood Education (Summer)
- Ed 423 Symposium on International Education
- Ed 605 Comparative and International Education

Ph.D. Requirements: In addition to Departmental requirements, students may choose from the above early childhood education courses to design a program which will meet their individual needs. The following courses will be required for doctoral students:

- Ed 611 Development and Learning in Infants and Preschoolers
- Ed 710 Learning in the Young Child: A Research Approach
- Ed 810 Seminar in Early Childhood
- Ed 911 Seminar in Cognitive Development within the First Seven Years

Early Childhood: Counseling and Child Development

Students may obtain a Master's degree in this program which is jointly under the auspices of the Counseling Psychology and Early Childhood Programs. The program is designed for educators and other professionals who are interested in gaining a greater understanding of emotional growth in the young child and developing skills in early identification and prevention of emotional problems. Graduates of this program will have opportunities in an expanding field for teaching in therapeutic classrooms, working in mental health centers, consulting with day care centers and nursery schools, serving on multidisciplinary teams, and working with parents. The majority of these job opportunities will be outside of the elementary school system. Students will be required to do a practicum for two semesters which will involve a commitment of at least two days per week for a full year in one placement.

Note: Due to limits on members who can be accepted into this program, all persons seeking admission for the Fall Semester must have complete application folders submitted by the previous March 1st.

The following courses will be required:

- Ed 416 Child Psychology
- Ed 418 Analysis of Learning Environments for Young Children
- or
- Ed 516 Pre-Practicum Early Childhood
- Ed 445 Clinical Child Psychology
- Ed 513 Early Detection of Emotional Disturbances in Infants and Toddlers
- Ed 567 Assessment of Pre-school Children
- Ed 611 Development and Learning in Infants and Preschoolers
- Ed 642 Introduction to Play Therapy
- Ed 648 Practicum in Counseling Children

Sw 865 Family Therapy

Students have the option of choosing the M.A. or M. Ed. Program. The latter degree is available to students who are interested in obtaining certification as a counselor in the public schools. For certification the following additional courses are required:

- Ed 440 Principles and Techniques of Counseling
- Ed 443 Counseling and Group Processes in Elementary School
- Ed 448 Career Development and Placement
- Ed 464 Individual Intelligence Testing

Educational Research, Measurement and Evaluation

The program in Educational Research, Measurement and Evaluation is designed to prepare researchers with specialized competence in the evaluation of educational programs and in basic quantitative research methodology for the social sciences and human services. Graduates of the program are qualified for academic positions in university departments of education and social sciences. They are also qualified for research positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

M.Ed. Program

A minimum of 30 semester hours and satisfactory performance on a comprehensive examination are required for the M.Ed. degree. There is no thesis requirement. The courses for the M.Ed. degree may ordinarily be completed in two semesters and a summer of full-time study.

Core requirements:

- Ed 360 Introduction to Computers in Education
- Ed 361 Computer Programming
- Ed 460 Interpretation and Evaluation of Educational Research
- Ed 468 Introduction to Statistics
- Ed 469 Intermediate Statistics

At least three of the following should be taken:

- Ed 462 Construction of Achievement Tests
- Ed 466 Models of Program and Curriculum Evaluation
- Ed 467 Practical Aspects of Program and Curriculum Evaluation
- Ed 561 Evaluation and Public Policy
- Ed 565 Educational and Psychological Testing: Theory and Practice

The M.Ed. student will also generally take at least one course in Educational Psychology and one in Philosophy or History of Education.

M.Ed. Program in Computer Usage in Education

This program is designed to provide students with a sufficient background to seek positions which involve the usage of computers in a variety of educational settings. A minimum of 30 credit hours is required for the M.Ed. degree in Computer Usage in Education. There is no thesis requirement but students will be expected to produce some computer related product such as a major program, educational material taught with the assistance of a computer, an instructional management system, a simulation or computer managed educational game.

The following courses are the core requirements of the program and will normally be taken by all students enrolled in this program:

- Ed 360 Introduction to Computers in Education
- Ed 361 Computer Programming
- Ed 362 Computer Assisted Instruction and Measurement

Other courses to complete the minimum of 30 credit hours will be selected with the approval of the Committee on Computer Usage in Education, and will include courses offered by the Computer Science Department in the School of Management.

M. Ed./C.A.E.S. Program For School District Evaluation And Research Specialists

The 30 credit program is designed for individuals who are currently employed in a school position, and will lead to either the M.Ed. degree or a Certificate of Advanced Educational Specialization (C.A.E.S.) in Educational Research, Measurement and Evaluation. Credits earned will be considered for transfer for those students who

otherwise qualify for admission to doctoral programs in Measurement, Evaluation and Research and in School Administration.

School districts will increasingly need the services of full-time staff personnel with expertise in testing, evaluation and research to assist school administrators. Most states have adopted requirements for minimum competency testing, which will require local school authorities to set, assess and report on basic skill development in mathematics, reading, writing, listening and speaking. New developments in testing technology, such as criterion-referenced tests and latent trait theory, make it essential that school systems reassess their district-wide testing programs. Other areas in which research, evaluation and measurement expertise are needed at the school district level include: the evaluation of programs mandated by the federal government (Title I, etc.), special education programs, assessment of new products and materials for possible adoption; formulating specifications for an accountability system; interpreting test results; critiquing evaluation reports submitted by outside contractors, developing objective test item banks; developing staff workshops in such areas as mastery learning, classroom testing, defining objectives, and the use of tests for diagnosis and remediation; and conducting needs assessments.

Many school districts currently spend considerable money contracting with outside agencies for many of the above mentioned tasks. The availability of a full-time staff member with special skills in these areas will prove to be highly cost effective.

The program is organized in a way that represents a departure from the traditional format of ten three-credit courses. Instead, the program consists of diversely structured units specifically developed to promote the acquisition of those particular competencies which are needed by the researcher/evaluator who functions in a local school system.

Thirty semester credit hours and satisfactory performance on a comprehensive examination are required. There is no thesis requirement. The program is designed to be completed in four semesters. In the Fall and Spring semesters, classes will meet each Saturday from 8:30 to 12:30 pm and students earn 8 credits for each of the three semesters. Classes will be held for four hours a day for three weeks during the summer and the student will earn six credits.

Ph.D. Program

This program prepares researchers with specialized competence in the evaluation of educational innovations and in basic quantitative social science research methodology. A minimum of 54 credits beyond the M.Ed. is required. Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of data collection and analysis of data. Training and experience is provided in the use of computers in statistical analysis and model development. Knowledge of a computer language is gained by all students.

Students are expected to develop a basic understanding of modern techniques of test construction and evaluation, design of experiments, univariate and multivariate statistical analysis of data, and the development of mathematical and computer simulation models of educational processes.

Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Students may have a minor, or a joint program, in Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Requirements: In addition to the courses required for the M.Ed. in Educational Research, Measurement and Evaluation, the following core courses will normally be included in each program:

- Ed 664 Design of Experiments
- Ed 666 Simulation Models in Behavioral Research
- Ed 667 Introduction to Multivariate Statistical Analysis
- Ed 668 Topics in Multivariate Statistical Analysis
- Ed 669 Psychometric Theory
- Ed 861 Construction of Attitude and Opinion Questionnaires
- Ed 862 Survey Methods in Social and Educational Research
- Ed 865 Planning and Conducting Educational Research

An internship in Educational Research may be included in a student's program; this consists of a half-time assignment to a school system, social agency, or on-campus research or evaluation agency involved in curriculum experimentation, change, evaluation or social science research. Supervision of the internship is provided by professors of Educational Research.

Applicants are required to submit: (1) evidence of superior academic achievement as indicated by graduate and/or undergraduate transcripts; (2) two letters of recommendation; (3) scores on the aptitude tests of the Graduate Record Examination and the Miller Analogies Test; (4) a letter stating the applicant's reasons for desiring to pursue a Ph.D. degree in Educational Research, Measurement and Evaluation. Where possible, a personal interview with Educational Research faculty is preferable to the letter. In addition, applicants should possess a high level of interest in quantitative analysis and a strong desire for a professional career in educational research.

DIVISION OF INSTRUCTIONAL LEADERSHIP AND ADMINISTRATION

Director: Dr. Vincent C. Nuccio

Mission and Purpose: The Division of Instructional Leadership and Administration has responsibility for all graduate and undergraduate programs in curriculum and instruction; educational administration and supervision; and higher education.

The mission of the Division at the undergraduate level is to provide students with sound professional preparation for teaching in public and private educational settings. To this end, our function is to provide: quality instruction; course offerings that integrate the liberal arts and areas of specialization; appropriate and well-supervised field experience, and a supportive and caring climate for the development of competence and personal growth.

The mission of the Division at the graduate level is to provide students with the opportunities for advanced specialization and professional growth, and preparation for supervisory and administrative positions in schools, school systems, colleges/universities, and other settings by: quality instruction; programs that meet individual needs and professional requirements; appropriate and well-supervised practica and internships, and a climate conducive to scholarship and personal and professional growth.

In addition, the Division will continue to be sensitive and responsive to the changing needs of the educational community through the introduction of innovative programs, evaluation and upgrading of existing programs, and the utilization of resources and personnel in service to the University and the Community at large.

Details of the available graduate programs in this Division are provided in the descriptions which follow.

Elementary Education

Advisor: Joan C. Jones

The M.Ed. degree in elementary education may be attained in one of two ways, depending upon the academic background of the candidate.

Plan A: A minimum 36 hour program designed for those candidates who have degrees in the liberal arts or who otherwise have limited backgrounds in education.

Plan B: A minimum 30 hour program designed for candidates with an undergraduate degree in elementary education.

Requirements for candidates in both Plan A and Plan B:

- Ed 402 Modern Educational Thought
- or
- Ed 403 Philosophy of Education
- Ed 500 History of American Education
- Ed 414 Modern Psychology and Education
- Ed 460 Interpretation and Evaluation of Educational Research
- Ed 392 Education and Psychology of Exceptional Children
- or
- Ed 579 Educational Assessment of Learning Problems

Plan A: In addition to the requirements listed above, the following are required:

- Ed 321 Language and the Language Arts
- Ed 376 Activities for Arithmetic Skill Development
- or
- Ed 377 Metric Skill: Games and Activities
- Ed 416 Child Psychology

Ed 421 Introduction to Developmental Reading

Ed 420 Student Teaching (6 hours)

Two electives (suggested: Ed 325, 327, 373, 470, 570).

Plan B: In addition to the requirements listed above, eighteen hours may be selected as electives with prior consent of the program coordinator.

Suggested electives: Ed 321, 325, 373, 375, 376, 377, 378, 424, 470, 521, 568, 570, 624, 695, 720, 729.

Elementary Certification Program

This program is open to any of the following groups:

- a. Students in any Boston College degree program desiring elementary certification;
- b. Secondary teachers desiring elementary certification but not necessarily a Master's or C.A.E.S. degree;
- c. Persons currently holding a Bachelor's and/or Master's degree in a field other than education who desire elementary certification but not necessarily a Master's or C.A.E.S. degree.

The 18 hour program consists of the following courses and related experiences:

Ed 321	Language and the Language Arts	3 credits
Ed 377	Arithmetic Games and Activities	3 credits
Ed 521	Developmental Reading	3 credits
Ed 528	Curriculum for Elementary Schools in the 80's	3 credits
Ed 429	Practicum (1 day per week)	0 credits

Ed 420 Student Teaching 6 credits

All students desiring elementary certification should see the program coordinator prior to registering for coursework.

Secondary Education

Advisor: Bonnie Lass

Three programs designed for prospective or experienced secondary school teachers lead to the Master of Arts in Teaching or Master of Science in Teaching degrees. Plans A and B are designed for liberal arts graduates who wish to enter teaching. Plan C is designed for experienced teachers and recent college graduates who have already prepared for teaching.

Plan A: This plan provides a program which combines graduate study with a year of internship teaching. An intern teacher teaches half-time in a secondary school, takes responsibility for half of the load usually assigned a full-time teacher, and receives half salary of a beginning teacher in the school system where employed.

Upon admission to the degree program, the candidate becomes eligible to be interviewed for a paid year of internship (half time) in teaching in one of the nearby cooperating school systems. The Director of the (M.A.T.-M.S.T. Internship in Teaching) program sends a candidate for an interview to the Superintendent of Schools or his designated representative for approval or disapproval. The final selection of an intern teacher is the responsibility of the employing institution. Full admission to the Master of Arts or Master of Science in Teaching Internship Programs (Plan A) is fulfilled upon completion of a contractual arrangement with the employing school system and a written recommendation from the Director of the Internship Program. A candidate under this plan must begin graduate study with the summer pre-internship program. The graduate courses to comprise the remainder of the degree program are determined on an individual basis. A typical program would call for 21 graduate hours in Education and 15 graduate hours in an area of concentration. Plan A is normally completed in a year and two summers.

Plan B: This plan combines graduate study with a period of field work without pay. Candidates may begin in summer or in September or February on either a full or part-time basis. Graduate courses in the teaching field are determined on an individual basis. A typical program calls for 21 graduate hours in Education and 15 graduate hours in an area of concentration.

Plan C: This plan provides the experienced teacher or the graduate from a School of Education without teaching experience a program of graduate study both in education and the teaching field. It can lead to the completion of the requirements of the M.A.T. or M.S.T. degree within a two-year period for the person who is concurrently teaching and within a calendar year for the full-time graduate student. Graduate courses to comprise the degree program are planned by the student and advisor on an individual basis. A degree program is

composed of a minimum of 30 credit hours in courses taken in education and the teaching field, not necessarily equally from each. Approval of each student's program by the program coordinator is required. Application forms for all three plans should be directed to Office of Admissions, School of Education.

Graduate Reading Program

Advisor: John Savage

The Graduate Reading Program at Boston College consists of a series of courses and related practical experiences designed to help classroom teachers and resource room specialists to increase knowledge and to develop competencies necessary to function as reading specialists in the 1980's. The Program is designed to enable candidates to meet Massachusetts standards for certification as a Consulting Teacher of Reading. The Program conforms to the guidelines of the International Reading Association's recommendations for the preparation of reading teachers.

The Program consists of a 32 credit-hour program of studies that includes a 24 credit-hour series of eight pre-practicum courses and an eight credit-hour practicum experience.

Pre-practicum courses are:

Developmental Reading Instruction

Diagnosis of Reading Problems

Remediation of Reading Disabilities

Reading Instruction in the Secondary School

Language and Language Arts

Child Psychology

Psychology and Education of Exceptional Child

Electives

Depending on a person's previous course work and professional background, course substitutions may be possible.

Media Specialist Program

Advisor: Fred John Pula

The M.Ed. Degree for media specialists is a 36 semester hour program designed to equip individuals in business and industry, education, nursing, and allied health fields to work with television, projection and audio equipment and materials. The program allows flexibility for pursuing any one of the developing areas of specialization in educational media, such as: management of media centers, instructional development, design and production of media materials, communication theory and process, facilities design and utilization of materials.

Full-time students can complete the program in two summers and one academic year. If supervised student teaching is needed to fulfill state certification requirements for the position of Unified Media Specialist, the program will be extended by at least one additional semester.

Requirements: In addition to Division requirements, the following courses are specified:

Ed 424 Introduction To Educational Media

Ed 524 Selection, Evaluation and Utilization of Media Materials

Ed 624 Media Materials: Design and Preparation

Ed 625 Organization and Administration of the Media Center

Ed 724 Media Specialist Practicum

Students may choose electives from any of the graduate courses being offered with the guidance and approval of the program co-ordinator.

Science Education

Advisor: George T. Ladd

Plans A, B and C of the M.S.T. programs in Secondary Education provide for concentration in earth science, chemistry, biology and physics, general and environmental sciences. Doctoral programs with a concentration in science education for individuals wishing to pursue careers as classroom teachers, department heads, science specialists, program coordinators, or science curriculum developers will normally include selected courses in the sciences along with the following:

Ed 325 Science in the Elementary School

Ed 326 Science in the Secondary School

Ed 725 Practicum in Science Education

Ed 727 Seminar in Science Education (I and II)

Education of the Gifted

Advisor: Katharine C. Cotter

Thirty credit programs leading to the M.Ed. or C.A.E.S. are planned on an individual basis for elementary and secondary school teachers who have gifted children and youth in their classes or who are teaching in special programs for them. Programs are also designed for school administrators and others who have or anticipate responsible roles in program development and evaluation. A variety of appropriate field experiences, including student teaching, are provided according to individual needs and goals. The core courses treat giftedness in its broadened dimensions, which include the intellectually and academically gifted, the creative, leadership and ability in the visual and performing arts.

Ed 319 Psychology and Education of Creative People

Ed 327 Teaching the Gifted

Ed 328 Psychology of the Gifted

Ed 373 Humanistic Education

Ed 522 Symposia on Giftedness

All candidates are required to take Ed 328 as the first course and Ed 522 as the last course.

Five other courses may be selected with the consent of the Coordinator.

Educational Administration and Supervision

Advisor: Vincent C. Nuccio

Boston College offers graduate programs and staff development training for the major administrative and supervisory positions in education. There are programs which lead to the Master's degree, the Certificate of Advanced Educational Specialization, the Doctor of Education and the Doctor of Philosophy degree. Student programs are individualized under the guidance of an advisor with special consideration given to the certification requirements of the position for which the student is preparing.

Applicants for admission must meet the following specific requirements of the various degree programs in Educational Administration and Supervision as well as all requirements of the Graduate School of Arts and Sciences and the Department of Education:

For the Master of Education degree—

Be a certified or certifiable teacher with successful experience in education or in some closely related field.

Be recommended for a career in educational administration and supervision by a practicing school administrator.

For the Certificate of Advanced Educational Specialization—

Submit evidence of successful administrative and/or supervisory experience.

Submit a statement of future career goals.

Supply a third reference from a practicing school administrator.

For the Doctoral Degree—

Submit evidence of successful administrative and/or supervisory experience.

Submit a statement of future career goals.

Supply a third reference from a practicing school administrator.

Attend an interview session with members of the Educational Administration and Supervision faculty.

M.Ed. Program in School Administration and Supervision

Advisor: William M. Griffin

An individual student program leading to the Master of Education degree usually consists of seven courses in Educational Administration and Supervision and three electives. The seven courses are chosen with an advisor from the following:

Ed 450 Introduction to Educational Administration

Ed 451 Personnel Administration

Ed 452 Introduction to Educational Finance and School Business Management

Ed 453 The Elementary School Principalship

Ed 454 The Junior-High and Middle-School Development

Ed 455 The High School Principalship

Ed 456 Legal Aspects of Educational Administration I

Ed 457 Administration of Curriculum: Theory and Practice

Ed 458 Administration and the Political Process

Ed 459 Instructional Supervision and the Appraisal of Teaching

The three elective courses usually are chosen from departmental offerings in Educational Psychology, Philosophy, and Research.

C.A.E.S. Program in School Administration and Supervision

Advisor: Donald T. Donley

An individual student program leading to the Certificate of Advanced Educational Specialization usually consists of ten courses. The courses selected are those which the student and his or her advisor believe best fit the changing demands of the career in mind. In other words, there is great flexibility in planning individual programs of this type. Certificate programs are designed for currently practicing administrators and supervisors who already have a Master's degree and who do not plan to seek a Doctoral degree, but who see the value of an individually planned advanced graduate program.

Doctoral Program in Educational Leadership

Advisor: Joseph P. Duffy, S.J.

An individual student program leading to a Doctoral degree consists of a minimum of fifty-four (54) graduate credit hours beyond the Master's degree. Programs consist of a major area of specialization and a departmental core of research, statistics, and the foundations. A minor area may be included, however this feature expands a program to a minimum of sixty (60) graduate credit hours beyond the Master's degree.

The required courses in the major area include the following:

- Ed 755 Educational Leadership
- Ed 852 Administrative Communication
- Ed 853 Seminar in Finance and Business Management of Schools
- Ed 952 Seminar in Problems of School Administration
- Ed 953 Supervision II: Systems Management and Organizational Development
- Ed 956 Legal Aspects of Educational Administration II
- Ed 958 Internship in Educational Administration

Elective courses make up the remainder of a student's major area.

The Departmental Core for doctoral programs in educational administration and supervision consists of graduate courses which sample the areas of statistics, research and the foundations. Courses selected here are those not ordinarily found in the Master's degree core and represent a continuing higher level of study.

Professional School Administrator Program (PSAP)

Advisor: Vincent C. Nuccio

The Professional School Administrator Program: This is a specially designed doctoral program which leads to the Doctor of Education Degree. Experienced school administrators selected for this program meet five half-days of the Pro-Seminar, and on the average of two full days per month during the fall and spring semesters plus five days during the two summers over a three year period, and spend additional time on campus for their research and individual conferences. The First Class entered the program in 1973. The Second Class entered the program in the Summer of 1976. The Third Class entered the program during the summer of 1979. The next P.S.A.P. class (PSAP IV) will begin in the summer of 1982. All of the requirements of the Graduate School of Arts and Sciences and the Department of Education apply to this program including the application procedures. In using the regular application form, write "Professional School Administrator Program" under area of concentration. A program brochure is available upon request at the Graduate Admissions Office, Department of Education, Campion Hall, Boston College, Chestnut

M.A. Program in Higher Education

Advisor: Mary T. Kinnane

A minimum of 30 semester hours of coursework and 6 hours of internship are required for the M.A. degree. These degree requirements may ordinarily be completed in 2 semesters and a summer of full-time study.

The purpose of the M.A. program is to provide a preparation in Higher Education for junior administrators to be employed in the

office of president, deans of academic and student affairs, registrar, admissions, and financial aid; offices of development, personnel, alumni, and public relations. The curriculum is designed to give the student professional preparation for administrative positions in community colleges, senior colleges, technical institutes, and post secondary institutions. The objectives of the program are as follows:

1. To provide an understanding of the history and philosophy of institutions of higher learning;
2. To understand the organization, structure, and function of institutions of higher education;
3. To prepare students for a specific area in college and university administration;
4. To provide practical experience in an institution of higher learning.

Required General Core:

Thirty hours in the following course work:

- Ed 770 History and Theory of American Higher Education
- Ed 771 Organization and Administration of Higher Education
- Ed 772 Student Personnel Programs in Higher Education
and/or
- Ed 778 Theories in Student Personnel and Student Development
- Ed 776 The Future of Continuing Education
- Ed 873 Seminar in Curriculum in Higher Education Internship

Four electives

Doctoral Program in Higher Education

Advisor: Michael H. Anello

Both the Ph.D. and the D.Ed. degrees are offered in Higher Education. The purpose of these programs is to prepare senior level college and university administrators and consultants in Higher Education. A minimum of 54 credits beyond the Master's degree is required. This includes 6 hours of dissertation direction.

Care is taken to design programs of study and experience according to the individual student's needs, interests and goals.

Requirements: In addition to fulfilling general requirements of the department, students are to earn at least 24 hours in course work in Higher Education including those required for the core described above. These are to be selected from the following:

- Ed 773 College Teaching
- Ed 774 Introduction to Community-Junior College
- Ed 777 Reaching Adults for Lifelong Learning
- Ed 779 Higher Education in Other Nations
- Ed 872 College Student Personnel Policies and Practices
- Ed 874 Introduction to Community-Junior College II
- Ed 876 Financial Management in Higher Education I
- Ed 877 Financial Management in Higher Education II
- Ed 878 The College, Courts and the Law
- Ed 879 Seminar: Women in Higher Education
- Ed 971 Seminar in Administration of Higher Education
- Ed 972 Colloquium: Student and Campus Cultures

In consultation with a program advisor, students will select the remaining courses from other divisions or departments which fulfill their individual needs and interests. The instructional resources of the University provide an extensive range of advanced offerings from such areas as Counseling, Information Processing, Management, Public Administration, Psychology and Sociology.

An internship in Higher Education may be included in the student's program in consultation with a program advisor.

DIVISION OF SPECIAL EDUCATION AND REHABILITATION

Director: Dr. John R. Eichorn

Mission and Purpose: The rationale and foundation which guide the Division are expressed in its preparation of personnel at the under-

graduate, Masters, C.A.E.S. and Doctoral levels to work with, or on behalf of, handicapped children, youth or adults in educational rehabilitation, residential or other alternative settings in public and private facilities; in its providing information and understanding of the problems of the handicapped to students in undergraduate, Masters and advanced graduate programs offered by other segments within the Boston College Community; and in its initiation and participation in basic and applied research involved with handicapped children, youth and adults. The latter includes work in such undertakings as: competency based teacher preparation models, professional standards, electronic travel aids in rehabilitation, barriers inhibiting the use of rapid transit systems by visually handicapped persons, management systems for public school programs, and factors affecting school attendance of children with special needs.

The Division also provides services that aid the community in promoting the welfare of the handicapped through collaboration and alliance with public and private settings which offer services to handicapped individuals.

Other aspects of the mission of the Division are evidenced in its assistance in the planning of services, and the development of responsive resources to departments within the University where handicapped students are enrolled; and in its helping to effect the development of positive attitudes towards handicapped individuals as persons with dignity and worth, and as valued members of society.

Details of the available graduate programs in the Division are provided in the descriptions which follow.

1. Special Educator Program

Coordinator: Dr. Jean F. Mooney

The Special Educator is a two tract cross-categorical master program leading to university endorsement for interim approval as a generic consulting teacher or teacher of children with moderate special needs.

Generic—The Generic Consulting Teacher is trained to deal with educational problems across the broad range of mild to moderately handicapping conditions. Emphasis is placed on diagnostic-prescriptive teaching, curriculum adjustment and those interpersonal skills appropriate to the role of the consultant. Prerequisite to entry into this program are a basic teaching credential and a minimum of two years of teaching experience.

Moderate Special Needs—This tract prepares specialists who will provide direct services to children within resource rooms or substantially separate classes. Again, training is cross-categorical focused on educational need rather than category of handicapping condition. No previous teaching experience is required. Entry into the program may be at any one of three levels:

Level I—Students with no previous background in education select the sequence of courses leading to certification in Elementary Education (approximately 18 hours), prior to coursework at Level II.

Level II—Students already certified in Elementary or Secondary Education (36–38 hours).

- Ed 460 Interpretation and Evaluation of Educational Research
- Ed 485 Individuals with Learning and Behavior Problems
- Ed 495 Human Development and Handicapping Conditions
- Ed 579 Educational Assessment of Learning Problems
- Ed 587 Remedial Strategies
- Ed 589 Behavior Management Strategies
- Ed 593 Introduction to Speech and Language Disorders
- Ed 680 Evaluation and Guidance of Exceptional Children (for moderate)
- or
- Ed 695 Human Relations in Work with the Handicapped (for generic)
- Ed 621 Diagnostic Techniques in Reading Practicum

Level III—For students already certified in Elementary or Secondary and Special Education (33–36 hours).

Programs are individually planned according to student's past experiences and career goals.

Students have the option of testing-out of courses which they have acquired through previous coursework and experience. Electives may be substituted for these courses. Six hours of appropriate graduate credit may be transferred. Students who wish to meet a categorical certification in another state may elect the more individualized pro-

gram which may include selected courses in the program and coursework in either of the following areas:

Emotional Disturbance

Ed 599 Teaching Emotionally Disturbed Children

Ed 641 Behavior Disorders in Childhood and Adolescence

Ed 684 Student Teaching

Mental Retardation

Ed 591 Seminar in Mental Retardation

Ed 684 Student Teaching

2. Teacher of Young Children with Special Needs

This masters degree program focuses on the study of children with special needs from birth through seven years of age. Both coursework and multiple field experiences are included in the program. Students may enroll on a full time or part-time basis. Generally, the following courses or their equivalent would be included in a student's course of study.

- Ed 387 Assessment of Young Children with Special Needs
- Ed 384 Multihandicapped Educational Seminar
- Ed 398 Working with Parents
- Ed 413 Early Childhood Curriculum
- Ed 414 Modern Psychology in Education
- Ed 416 Child Psychology
- Ed 460 Interpretation and Evaluation of Educational Research
- Ed 495 Human Development and Handicapping Conditions
- Ed 494 Language Acquisition
- Ed 593 Introduction to Speech and Language Disorders
- Ed 611 Development and Learning in Infants and Preschoolers
- Student Teaching—Early Childhood Special Needs

3. The Career/Vocational Special Needs Specialist

Coordinator: Dr. Robert A. Stoddard

This program prepares students to function as career/vocational personnel serving youth with special needs. Generally such personnel spend some 50 percent of their time providing direct services to those with special needs including career/vocational assessments, counseling and remedial instruction in work-related academic and readiness skills, and placement and follow-up skills, and the remainder of the time providing consulting and assistance to regular classroom teachers, vocational instructors, other special needs personnel, and personnel in related community programs. Included in this program is experience in using existing assessment tools and the development and field testing of other such instruments. Also of concern is the implementation of new service delivery models and the analysis of the functions of this type of special service personnel.

4. Program for Educators of the Multihandicapped/Deaf-Blind

Coordinator: Dr. Sherrill A. Butterfield

The Program for Educators of the Multihandicapped/Deaf-Blind is generally a two-year, including summers, graduate level program, leading to an M.Ed. in education. Students finishing their junior year at Boston College may apply to enter the program in their senior year and complete a five-year M.Ed. All students entering the program must possess a teaching certificate.

The primary objective of this program is to prepare specialists to work with multihandicapped children in a variety of roles. The emphasis in this program is children who are severely handicapped and functioning on a preacademic level. In order to meet a national need, there is also an emphasis on the deaf-blind, multihandicapped child. Students enter this program at any one of three levels:

Level I—Students in their senior year at Boston College. The regular two year sequence of coursework is followed. (66 hrs.)

Level II—Students with a B.S. in education and very limited or no experience with multihandicapped children. The regular two year sequence of coursework is followed. (66 hrs.)

Level III—Students with a B.S. in education and experience in the field of multihandicaps. The student's program is individually designed and leads to an M.Ed. in education.

An integral part of the program are the practica. All students (Level I, II, and III) are required to complete one practicum with deaf-blind children. One practicum is designed to have the student work with the administrative aspects of multihandicapped education and the two practica are designed to meet the career goals of the individual

students. Practica placements are located throughout the Eastern half of the United States and the students are free to choose their placements.

The completion of this program enables the student to receive certification in Massachusetts in Severe Special Needs and Visually Handicapped.

Some financial assistance is available to qualified applicants through federal funding. The amount of this funding is variable from year to year.

Admittance to the Program is contingent upon past academic performance, GRE or Miller Analogy scores, and a personal interview by the coordinator of the program. Application forms may be requested from the Division of Special Education and Rehabilitation, McGuinn Hall, B-14, Boston College, Chestnut Hill, MA 02167 or calling (617) 969-0100, Ext. 4180.

5. Program for Educators of the Visually Handicapped

Coordinator: Dr. Richard M. Jackson

This graduate level program leads to a Master's degree in Special Education. The objective is to prepare students for a variety of educational situations, including itinerant teacher/consultant, resource rooms, and schools or classes for the visually handicapped.

Through coursework and practical experiences, students are prepared to work with totally blind or low vision children. Consideration is also given to the visually impaired child who is multihandicapped. Student teaching is offered in both mainstreamed and substantially separate settings.

The length of the program varies with the background and level of entry of the student. A Bachelor's degree from an accredited college or university is required. Applicants lacking teaching credentials may incorporate the necessary coursework for certification into their program of studies. Students with elementary or secondary certification pursue a course of studies covering one summer and one academic year. For students who have an undergraduate degree in education of the visually handicapped, an individually designed program may be planned to broaden and improve proficiencies in working with exceptional children. Acceptance into the program may be on a full-time or part-time basis.

Entry Levels

Level I—Students with no previous background in education select the sequence of courses or their equivalent, leading to certification in Elementary Education, prior to coursework at Level II.

Level II—Students already certified in Elementary or Secondary Education.

Level III—Students with preparation in education of the visually handicapped at the undergraduate level. Programs are individually planned according to the student's past experiences and future career goals. There is a continuing national demand for educators of the visually handicapped. A limited number of federal scholarships at Level II are available to qualified applicants. Previous academic records, GRE or Miller Analogy scores, letters of recommendation, and demonstrated interest in special education are contributing factors to program acceptance. A personal interview is requested whenever possible.

Application forms for federal scholarships are available from the Division of Special Education and Rehabilitation, McGuinn Hall B-29, Boston College.

A description of the three entry levels and an outline of coursework follows. For additional information, please contact the Coordinator, Program for the Visually Handicapped.

6. Extended Visually Handicapped Program

Coordinator: Dr. Richard M. Jackson

In addition to fulfilling the requirements for certification as a teacher of the visually handicapped, students may opt to extend their program to include more extensive training in orientation and mobility. Those who elect this extended program will be prepared to teach children and youth to travel independently in their school environs as well as in their homes and the immediate vicinity. These students will also be able to serve as consultants and counselors to teachers and parents of visually handicapped children about problems of orientation and mobility in the aforementioned settings. The Extended Program includes approximately 12 semester hours of credit beyond those required for certification as teachers of the visually handicapped.

7. Peripatology Program

Coordinator: Mr. Hugo R. Vigoroso

The Peripatology Program prepares students to become members of rehabilitation teams as teachers of orientation and mobility. The population served by this personnel are youth and adults who are blind or visually handicapped. Orientation and mobility teaching encompasses the art and science of assisting blind or visually handicapped individuals to learn those skills and methods which would enable them to move from one place to another with safety, purpose and confidence. This implies the teacher competencies of attending to a total human being and assisting in the process of developing perceptual-motor/cognitive abilities appropriate to said movement.

The program of studies leading to an Master's degree consists of academic, field, and clinical experiences over a twelve (12) month period and consists of 30–36 hours of credit. Students may enter the program in June or September. The required coursework is offered by regular faculty members of the Graduate School and special faculty members drawn from the medical centers and agencies for the blind in the Greater Boston area. Clinical phases are conducted in cooperation with agencies and schools serving blind youths and adults.

Practicum experiences are provided throughout the program. This segment of the program encompasses three phases: pre-clinical experiences, which include simulated teaching and travel under total and partial visual occlusion; supervised part-time teaching, which includes observation and beginning teaching experiences; and internship, during which time students teach on a full-time basis at a school or agency. It should be noted that:

1. There is a continuing national demand for orientation and mobility personnel.
2. Lessons with a blind person are conducted on a one-to-one basis and take place in a variety of settings; i.e., indoors, outdoors, public transportation, etc.
3. There are a limited number of federal Traineeships available to qualified applicants.

Further Program information, course listings and Traineeship information are available from the Division of Special Education and Rehabilitation, McGuinn Hall B-29, Chestnut Hill, MA 02167.

8. Rehabilitation Teacher Program

Coordinator: Ms. Janice Crews

This Master's degree program prepares teachers who, as members of rehabilitation teams, assist newly and congenitally blinded youth and adults in areas of skills of daily living, communication, personal care, and basic orientation and mobility. It also prepares them to provide visually impaired clients with the counsel and knowledge which is needed in order to benefit fully from community resources available to visually handicapped persons. Thus, students in the program acquire the knowledge and skills which enable them, in concert with other members of the rehabilitation team, to assist visually impaired youth and adults to live as normal a life as possible.

Full-time students can complete the coursework and practicum requirements of this program in a twelve (12) month period. Part-time students will need to complete approximately 36 semester hours of credit. Graduates are employed with schools and agencies concerned with habilitation and rehabilitation of blind and visually handicapped youths and adults.

Some financial assistance is available through funds from the Rehabilitation Services Administration.

9. Severe Special Needs Program

Coordinator: Dr. Alec F. Peck

The Severe Special Needs (SSN) Program at Boston College is a two-track graduate level program which leads to a Master's degree, and prepares the student for work with severely emotionally disturbed or severely mentally retarded citizens. Both formal coursework and multiple field experiences are included in the program, and students may participate on a full or part-time basis.

Core Coursework:

All students in the program take a series of courses which are built around competency requirements for the Massachusetts teaching credential "Teacher of Children with Severe Special Needs." The following courses would normally be included in a student's core:

- Ed 374 Behavior Management of Severe Special Needs Children
- Ed 387 Assessment of Young Children with Special Needs

- Ed 389 Work with Parents of Severe Special Needs Children
 Ed 494 Language Acquisition
 Ed 475 Seminar in Special Education (SSN Section)
 Ed 495 Human Development and Handicapping Conditions
 Ed 590 Occupational Preparation for Severe Special Needs Students
 Ed 593 Language Disorders

While the "Severe Special Needs" teaching credential officially permits one to teach any child in Massachusetts with severe special needs, most students desire concentrated coursework and field experience in an area of particular interest and/or usefulness to them. For this reason, and so that prospective employers can see clearly that concentrated work has been done in an area of specialty, students in the SSN program may specialize in either of the areas listed.

Emotional Disturbance

In consultation with his/her advisor, the student selects at least three electives and an appropriate practicum setting. Among the commonly recommended courses are the following:

- Ed 412 Abnormal Psychology
 Ed 413 Early Childhood Curriculum
 Ed 483 Principles of Rehabilitation and Habilitation
 Ed 567 Assessment of Pre-School Children
 Ps 601 Behavior Modification I
 Ps 602 Behavior Modification II
 Ed 544 Case Studies—Diagnosis: Adolescence
 Ed 641 Behavior Disorders in Childhood and Adolescence

Mental Retardation

In consultation with his/her advisor, the student selects at least three electives and an appropriate practicum setting. Among the commonly recommended courses are the following:

- Ed 413 Early Childhood Curriculum
 Ed 591 Seminar in Mental Retardation
 Ed 685 Multidiscipline Approach to Mental Retardation
 Ed 690 Seminar in Multidisciplinary Management Strategies
 Ps 601 Behavior Modification I
 Ps 602 Behavior Modification II

10. Education or Treatment of Disruptive Adolescents Program

Coordinator: Dr. Philip DiMatta

This is one phase of a three-pronged program aimed at serving teachers of troubled youth. Candidates in all three phases are required to undertake a common core curriculum which will focus on an understanding of the developmental crisis of adolescence, behavior disorders, and the legal and judicial processes for meeting the needs of troubled or disruptive youth. Appropriate field experience may be included.

Those in the Special Education phase are concerned with troubled youth who are placed in "alternative high school programs", in classes within residential treatment centers, etc.

11. C.A.E.S. Program

Coordinator: Dr. Philip DiMatta

Boston College, through the Division of Special Education and Rehabilitation, offers graduate programs and professional development training for the major direct service, administrative and supervisory positions in special education and related special service areas.

The Certificate of Advanced Educational Specialization (C.A.E.S.) is one program whereby individuals can further enhance and develop their particular interest and professional concern in diverse areas of Special Education. Applicants for admission to the C.A.E.S. program must meet all of the specific requirements of the Graduate School of Arts and Sciences and the Department of Education. In addition, the following requirements of the division must be met:

- be a certified or certifiable special educator with successful experience in education or in some closely related area.
- submit a statement of career goals.

The statement of career goals should include the kinds of experiences the applicant feels Boston College can provide to help attain these career goals. It serves as a basis for program planning. The student, along with a faculty adviser, form a partnership team re-

sponsible for the stated goals. The program seeks those qualified and interested applicants who can assume responsibility for their own continued professional development. An individual student program leading to the C.A.E.S. usually consists of a minimum of thirty credits or approximately ten courses. The courses and experiences selected are those which the student and his/her adviser believe best fit developmental needs.

Those interested in pursuing the Special Education Administrator emphasis will complete eighteen hours in Special Education and twelve hours in regular administration. Competency areas required for all Special Education administrator emphasis include: Special Education Services, Program Planning, Budget and Management, Staff Development and Training, Evaluation, Administrative Behavior, Laws and Regulations, Supervision and Curriculum Development.

For further information, write to:

Dr. Philip DiMatta
 Boston College
 Division of Special Education and Rehabilitation
 Chestnut Hill, MA 02167

or call (617) 969-0100, Ext. 4180

12. Doctoral Programs in Special Education

Coordinator: Dr. John R. Eichorn

Applicants for the Ph.D. or the D.Ed. in the Department of Education may specialize in the area of Special Education. This emphasis may be in the general areas of Special Education or Rehabilitation, or in a specific phase, such as Blindness and Visual Handicaps or Administration of Facilities and Services for Those with Special Needs. Programs are tailored according to the particular needs of the applicant. For details about admission to these programs, applicants should refer to the introduction of this section on the Department Programs and Requirements and write for further information to the Coordinator of Special Education and Rehabilitation Doctoral Programs.

Course Offerings

Ed 300 Secondary Science Methods (F; 3)

A survey of the available secondary science curricula will be combined with an individually chosen in-depth study of one curriculum project. Students will present demonstration lessons to the class and examine ways to facilitate the inquiry approach in science teaching. Substantial field work required.

By arrangement

George T. Ladd

Ed 301 Secondary History Methods (F; 3)

This course will demonstrate methods for organizing a unit, utilizing original sources, employing drama and sociodrama, developing critical thinking, facilitating inquiry learning, integrating the social studies, and evaluation. Students will be required to develop and present sample lessons and units. Substantial field work required.

T., 4:30-7:00

H. Zabierek

Ed 302 Secondary English Methods (F; 3)

This course carries the Secondary School English Major from an introductory phase that shows the place of the English Department in the Secondary School Plan to a closing phase in which he or she has a comprehensive look at research in progress in the teaching of English. In between these two phases, he or she discovers what will make an effective, successful teacher of English. The student receives much practice in Semester, Unit and Daily planning for the teaching of lessons in Listening/Speaking, Writing, Literature, Language Study (Traditional and Modern) and Mass Media Study. Substantial field work required.

S., 9:30

Kilburn Culley

Ed 303 Secondary Language Methods (F; 3)

Analysis in approaches and methods in modern language teaching. Presentation of specific techniques, including the use of the language laboratory. Emphasis is placed on specifying behavioral objectives and evaluation procedures. Substantial field work required.

M., W., 3:00

Rebecca Valette

Ed 304 Secondary Math Methods (F; 3)

This course is designed to prepare the student for teaching experience

in the secondary school. It includes topics such as classroom procedure, preparing lesson plans, structuring tests, grading tests, and evaluation of student performance. The responsibility of the student teacher to the cooperating teacher is covered in detail as time permits, mathematical topics are developed which will provide background information. This will allow a more meaningful presentation of various units in mathematics. Substantial field work required.

T., 6:00–8:30

The Department

Ed 306 Secondary Methods (S; 3)

By arrangement

Ed 307 Quantitative Skill Development—Preschool—

Grade Three (S; 3)

Activities that help preschool and kindergarten children develop quantitative skills in the area of mathematics and science are explored. Activities are drawn from such areas as art, movement, music, block building, and nature study.

M., 4:30–6:15

Michael Schiro

Ed 310 Family, School and Community Relations (S; 3)

This course focuses on family interactions and community relations both in terms of how they influence the child and how the teacher can effectively respond to these factors. Included are discussions of the short and longterm effects of divorce, single parent families, step-families, poverty and cultural differences. There will be a focus on the teacher working with parents in terms of parent education and parent involvement in school. In addition, emphasis will be placed on helping children develop a greater sensitivity to their own and other cultures through multicultural education.

Offered 1982–83

Ed 311 Educational Psychology (F; 3)

A study of development tendencies with emphasis upon the nature of intelligence and factors affecting the learning process.

M., 4:30–6:15

Beth Casey

Ed 315 The Psychology of Adolescence (S; 3)

An analysis of the psychology and problems of the adolescent years. Biological changes, value development, the influence of media, sexual identity, cultural influences, and relationships with adults will be discussed. Current philosophical and cultural trends will be examined in regard to their impact on youth. Adolescence in other cultures will be discussed in order to provide a better perspective on American youth. Accounts of adolescence from literature will be used to supplement theory.

M., 4:30–6:15

William K. Kilpatrick

Ed 317 Practicum in Outdoor Education (F; 3)

This course offers practical experience in the theory, application, and safety considerations relevant to outdoor education. Students will explore different uses of the out-of-doors to achieve various educational objectives. Specific teaching skills to be learned will include: environmental awareness and natural history interpretation, rock climbing, ropes course, and adventure education.

Offered 1982–83

Ed 318 Reading-Language Arts Preschool through Grade Two (S; 3)

Approaches, planning and evaluating reading-language arts instruction and materials for early childhood education.

Th., 4:30–6:15

Bonnie Lass

Ed 319 Psychology and Education of Creative People (S; 3)

This course will consider psychological aspects of four areas of creative activity: personality, productivity, mental processes, and physiological processes. It will combine consideration of current research and measurement studies with the research and experiences of the students themselves. All age levels of creative development are included.

M., 4:30–6:15

John S. Dacey

Ed 321 Language and the Language Arts (S; 3)

A course that examines the nature and structure of language and how it applies to the teaching of language arts with an emphasis on written language, in the elementary and middle schools.

M., 4:30–6:15

John Savage

Ed 323 Reading Instruction in the Secondary School (S; 3)

A course that includes principles and practices of developmental and

remedial reading instruction at the junior and senior high school levels. There will be particular emphasis on teaching reading in content areas.

W., 4:30–6:15

John Savage

Ed 325 Science in the Elementary School (S; 3)

An opportunity to become actively involved with the wide number of elementary science curriculum activities and materials designed for children from 2 to 12 years of age. Open to early childhood, special education and other individuals interested in science education at the elementary level.

M., 7:00–9:00

George T. Ladd

Ed 326 Science in the Secondary School (F; 3)

Current issues, trends and innovations in science education at the secondary (7–12) level will be investigated and discussed. This course is required of all M.S.T., C.A.E.S., and Doctoral students with a science education emphasis in their programs.

By arrangement

George T. Ladd

Ed 327 Teaching the Gifted (S; 3)

Prerequisite: Ed 327 Psychology of the Gifted and consent of the instructor

Experientially conducted, the course is open primarily to graduate students. A three-level teacher-training model is the basis for participating in the design of learning sequences for the gifted. Gifted youngsters are brought into class for instruction by small groups of class members.

Th 4:30–6:15

Nina Greenwald

Ed 328 Psychology of the Gifted (F; 3)

Psycho-social characteristics of the gifted, including underachiever, culturally different, disadvantaged; related to education and guidance.

Offered 1982–83

Katharine C. Cotter

Ed 330 Field Education and Supervised Practicum in Religious Education (F, S; 3)

This program provides the student with supervised experience in Religious Education. The practicum provides an opportunity to integrate theory and practices as related to individual field experiences. Consultation and process analysis will be used to critique performance and develop personal skills and individual styles of ministry.

By arrangement

Religious Education Faculty

Ed 334 Special Projects in Religious Education (F, S; 3)

Independent study in religious education contexts, involving implementation of academic content in the field, under the direction of a faculty advisor.

By arrangement

334.01

Mary C. Boys, S.N.J.M

334.02

Rev. Thomas Groome

334.03

Padraig O'Hare

Ed 350 Legal Rights of Teachers and Students (S; 3)

T., 4:30–6:15

Lester Przewlocki

Ed 360 Introduction to Computers in Education (F; 3)

An introduction to computers and their applications in education. The origins, development and workings of computers will be reviewed. Current hardware and software systems will be described and demonstrated. Students will develop algorithms for the solution of elementary problems and will program their solutions using the BASIC language. The course will emphasize practical experiences with present systems, but will also explore new developments in hardware and software and their implications for education.

Th., 4:30–6:15

John A. Jensen

Ed 361 Computer Programming (S; 3)

Prerequisite: Ed 360 or equivalent

A course in planning, writing, debugging and executing computer programs of intermediate difficulty using the PL1 language. Other topics include: IBM Job control Language and operating systems; data acquisition, file construction and maintenance using punched cards, teleprocessing and optical scanning equipment; sequential and direct access storage media and methods; and, experience in the use of existing program systems for statistical analysis.

Th., 4:30–6:15

To be announced

Ed 362 Computer Assisted Instruction and Measurement (F; 3)
 An introduction to the capabilities of computer software used to facilitate instruction and measure student progress. Emphasis will be placed on designing instructional and/or measurement sequences, and programming them for presentation and analysis using the DECAL language. Each student will develop and pilot test an instructional and/or measurement sequence as a term project.

By arrangement

John A. Jensen

Ed 373 Explorations in Humanistic Education (S; 3)

A comprehensive practical analysis of humanistic education in terms of its goals, conditions, implementation and defense in a new era of accountability; affective and confluent education, values and moral education. Special attention will be given to current obstacles to humanistic education, such as teacher burnout and violence and drugs in schools.

Offered 1982-83

Katharine C. Cotter

Ed 374 Management of the Behavior of Severe Special Needs Students (F; 3)

The focus is primarily on behavior modification principles and practices. Students will be exposed to theoretical constructs underlying classical and operant conditioning, management programs for increasing and decreasing the frequency of behaviors, schedules of reinforcement, and related topics.

M., 4:30-6:15

James Cremins

Ed 377 Activities and Games for Arithmetic and Measurement Skill Development (S; 3)

A workshop course in which participants will make academic activities and games and examine curricular materials designed to help elementary school children learn the basic skills of arithmetic and measurement. Each course participant can expect to make at least fifty activities and games to use with children. The activities and games will be made from such items as wood discs, wood cubes, tongue depressors, printers cards, checker boards, egg cartons and bathroom tiles. There will be a laboratory fee based upon the quantity of materials used.

T., 4:30-6:15

Michael Schiro

Ed 380 Visual Handicaps (F; 2)

A study of the anatomy and function of the eye with emphasis on common life diseases and their effect on vision. Included is the use of residual vision, optical aids and educational-rehabilitative implications of various types of eye conditions.

W., 4:30-6:15

Petersen/Friedman

Ed 382 Communications (Manual) (Intersession; 1) (S; 1)

A course designed to introduce students to various modes of communication utilized by the handicapped, i.e., Braille, manual alphabet, natural gestures, signing. The course is designed for students who want an exposure to alternative communication systems.

By arrangement

Laurel MacWilliam

Ed 383 Interpersonal Relations (S; 3)

By arrangement

To be announced

Ed 384 Multihandicapped Education Seminar (F; 3)

The focus of this seminar is curriculum planning for the Multihandicapped child. A developmental approach is taken with the greatest emphasis being placed on the domains of cognitive, language, self-help, motor, and social development. Practical experiences are incorporated into this course.

W., 1:00-2:45

To be announced

Ed 386 Communication (Manual) II (S; 2)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, finger-spelling and American sign language. Theoretical foundations of total communication will be investigated (includes Braille for students in the Peripatology Program).

Limited to students in the Deaf/Blind, Multihandicapped Program and the Peripatology Program. Meets twice a week.

T., 4:30-6:15

Terrell Clark

Th., 7:00-8:30

Terrell Clark

Ed 387 Assessment of Young Children with Special Needs (F; 3)

The assessment process, including norm-referenced and criterion referenced devices for children birth to six, is the primary focus of this

course. Observational schedules and functional vision and hearing assessments are addressed. Children with special needs at different developmental ages are assessed both in class and as outside requirements.

F., 4:30-6:15

Sherrill Butterfield

Ed 392 Education and Psychology of Exceptional Children (S; 3)

Characteristics and special education needs of handicapped and gifted children will be considered. Recent trends relative to assessment of administrative arrangements for and teaching strategies appropriate to exceptional children will be discussed. Consideration will also be given to legislation and regulations pertaining to the education of exceptional children.

T., 4:30-6:15

John Eichorn

Ed 393 Student Teaching: Visually Handicapped (F, S, Summer; 2)

Students in the program for Educator of the Visually Handicapped will have eight weeks student teaching (10-12 hours per week) in a school or program for the visually handicapped. Last eight weeks of semester. With consent of instructor.

By arrangement

The Department

Ed 398 Working with Parents of Severe Special Needs Students (F; 3)

Topics include stages of parental acceptance of handicapping conditions, transfer out of the natural home, chronic sorrow, development of home-based behavior modification programs, and preparation of parents as teachers. A respite care field experience is required of students in the Severe Special Needs program.

Th., 4:30-6:15

Alec Peck

Ed 399 Career/Vocational Placement and Follow-up Procedures (F; 3)

Procedures for working with employers, securing job placement sites in the community for the handicapped adolescent, and maintenance of those placements through structured follow-up will be implemented through several current procedures appropriate in rural and urban settings. Skills necessary to adapt work stations for the handicapped, evaluate entry level skills for job placement, and conduct follow-up counseling are stressed within the course.

T., 4:30-6:15

Robert Stodden

Ed 402 Modern Educational Thought (F; 3)

A survey of current philosophies of education through the writings of representatives of the major positions.

Th., 4:30-6:15

Edward J. Power

Ed 403 Philosophy of Education (S; 3)

A consideration of basic issues affecting the definition of aims and agencies with a view to the clarification of priorities in American elementary, secondary and higher education.

Th., 4:30-6:15

Pierre D. Lambert

Ed 412 Abnormal Psychology (S; 3)

Type of functional personality disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbance. (Designed for those with little or no background in psychology.)

F., 4:30-6:15

William R. Shelton

Ed 413 Early Childhood Methods (F; 3)

This course focuses both on models of early childhood education and on the implementation of those models through the design of programs and materials. Students are involved in the development and evaluation of learning environments for the young child and are encouraged to explore their own model of early childhood education.

T., 4:30-6:15

To be announced

Ed 414 Modern Psychology and Education (S; 3)

An analysis of classical and modern theories of learning and their practical classroom implications.

Th., 4:30-6:15

John F. Travers

Ed 415 International Classroom Experience (S; 3)

A three week overseas experience with the applicant's counterpart in a secondary, elementary or early childhood setting. Prerequisite

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EDUCATION

Ed 446 Counseling Theory and Process (F, S; 3)

Prerequisite: Ed 440 or equivalent

An analysis of major theoretical frameworks and approaches to the counseling process and practice in specific counseling techniques. Small group and laboratory experiences included. Open to counseling majors only.

T., 4:30-6:15

Elizabeth Reynolds-Welfel

Ed 448 Career Development and Placement (F; 3)

Introduction to the psychology and sociology of work and career choice, and career development theory and research from childhood through adulthood. Classification and evaluation of educational and occupational literature for career development purposes in counseling, placement, and program planning in school and non-school settings. Laboratory opportunities. Degree candidates only.

W., 4:30-6:15

Diana P. Paolitto

Ed 450 Introduction to Educational Administration (F, S; 3)

This is the first course for students whose major is educational administration and supervision. The course acquaints students with perspectives in educational administration and supervision over the past twenty-five years, current theories and practices in vogue today, and a view as to what can be expected for the future.

The course considers the roles of administrative personnel, the process of administration, leadership behavior, policy formation, and examines current issues related to administration and supervision.

M., 4:30-6:15

Vincent Nuccio

Ed 451 Personnel Administration (S; 3)

Problems of recruiting, selecting, developing, and evaluating personnel are treated within a theoretical framework of the school as a social system. The course emphasizes the nature and quality of interrelationships among administrators, teachers, and students. The course takes a system-wide view of personnel administration and builds upon effective supervisory practices at the classroom level.

T., 4:30-6:15

William M. Griffin

Ed 452 Introduction to Educational Finance and School Business Management (F; 3)

The course will place major emphasis on a study of problems and issues related to school finance at federal, state, and local levels. The course will also include an overview of business management aspects in educational organizations.

W., 4:30-6:15

Vincent Nuccio

Ed 453 The Elementary School Principalship (S; 3)

This course deals with the varied aspects of elementary education as they relate to the duties and responsibilities of the elementary school principal. Recent developments in elementary school organization, curriculum, instructional techniques and supervision will be critically examined in reference to the role of the principal as the instructional leader. The concept of the elementary principal as an educational statesman will be developed.

Th., 4:30-6:15

Lester E. Przewlocki

Ed 454 The Junior-High and Middle-School Development (S; 3)

This course develops an historical current, and future perspective of the junior-high and middle-school development. It develops the rationale for both. As a basis for the school in the middle of the school system, students identify the needs of the pre-and early adolescent, the needs of the teacher who works with these young persons, and the needs of the community.

The course presents a number of different organizational arrangements and evaluates their respective strengths and weaknesses.

Th., 4:30-6:15

William M. Griffin

Ed 455 The Secondary School Principalship (S; 3)

This course deals with current administrative concepts and practices essential to effective school organization and management. Students study the interaction of the four major sets of sub-systems: curriculum development, personnel development, instructional, and organizational. Attention is given to programming a master schedule, the use of differentiated staff, plant operations, student activities, school-community relations, and trends in enrollment. The middle-management role is examined both theoretically and operationally.

Offered 1982-83

Ed 456 Legal Aspects of Educational Administration (F; 3)

A survey of current legal concepts concerning the rights, duties and liabilities of school personnel in relation to their employing educational agency, their colleagues, their pupils, parents, and the general public. The major focus is on the legal status of the classroom teacher and the school administrator. Use is made of case studies in educational law. This course is designed primarily for teachers, supervisors, and practicing or prospective administrators.

Th., 4:30-6:15

Lester E. Przewlocki

Ed 457 Administration of Curriculum: Theory and Practice (F; 3)

The course offers a variety of frameworks for the development and management of the total school curriculum. Emphasis is on the formulations of the Tyler Rationale for curriculum construction. The basic product of the course is a report describing in detail the development, by the student, of a program for a specified and agreed upon area using principles taught in the course.

Offered 1982-83

Ed 458 Education and the Political Process (F; 3)

A detailed consideration of the thesis that present-day elementary and secondary education constitute a social institution of major proportion in today's society; hence educational administrators, if they are to achieve maximum effectiveness, must be cognizant of and responsive to our present-day political environment. Case studies will be used to illustrate the political implications of specific decisions relating to educational operations.

Offered 1982-83

Ed 459 Supervision I (F; 3)

This course is designed for persons preparing for or currently in supervisory positions such as principals, supervisors, heads of departments, and team leaders. It deals primarily with instructional supervision at the classroom level. Variables related to an instructional act are identified and evaluation procedures developed. The course depicts modern trends in supervision and students get practice in new techniques, such as microteaching, which aim to improve the instructional outcomes.

459.01 T., 4:30-6:15

459.05 (PSAP) Th., 9:00-4:00

William M. Griffin

PSAP Faculty

Ed 460 Interpretation and Evaluation of Educational Research (S; 3)

A course designed to improve the M.Ed. student's understanding of the research literature in Education. The course concentrates on the development of the understandings and skills needed by the competent reader of research reports. Emphasis is placed on the accurate interpretation of statistical data and on the evaluation of published research.

M., 4:30-6:15

John J. Walsh

Ed 462 Construction of Achievement Tests (F; 3)

The major problems of educational measurements, with emphasis on the characteristics, administration, scoring, and interpretation of formal and informal tests of achievement with practical application to classroom use. Basic techniques of test construction.

Offered 1982-83

Ed 464 Individual Intelligence Testing (F, S; 3)

Prerequisite: Test and Measurement Course

A survey of individual measures of cognitive development for school age children, adolescents, and adults. The course will focus on the administration, scoring, and interpretation of the Wechsler Scales: WPPSI, WISC-R, and WAIS. Students must pre-register in McGuinn 311.

464.01 M., 4:30-6:15

464.02 W., 4:30-6:15

To be announced

Ed 465 Group Psychological Tests (F, S; 3)

An introductory course in theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process. Measurement concepts essential to test interpretation of selected group psychological tests.

T., 4:30-6:15

Kenneth W. Wegner

Ed 466 Models of Curriculum and Program Evaluation (F; 3)

An intensive study of the leading models of program and curriculum evaluation, including those of Tyler, Stake, Scriven, Provus, Stuffle-

beam and Alkin. Their strengths, weaknesses and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria and design.

466.01 Th., 4:30-6:15
466.05 (PSAP) Th., 9:00-4:00

George Madaus
PSAP Faculty

Ed 467 Practical Aspects of Curriculum and Program Evaluation (S; 3)

Prerequisite: Ed 466 or consent of instructor.

This course will cover the basic steps involved in planning and carrying out a program evaluation. Topics covered will include: identification and selection of measurable objectives, choice of criteria instruments, use of various scores, common problems, out of level testing, analysis of data, interpretation and reporting of data, budgeting. Standards for program evaluation will also be covered.

W., 4:30-6:15 George Madaus

Ed 468 Introduction to Statistics (F; 3)

Prerequisite: Satisfactory performance on an examination in basic mathematics.

An introduction to elementary statistics in education and behavioral research. Topics include methods of data summarization and presentation, measures of central tendency and variability, correlation and linear regression, the normal distribution and probability, and an introduction to interval estimation, hypothesis testing and the t-test.

W., 4:30-6:15 John J. Walsh

Ed 469 Intermediate Statistics (S; 3)

Prerequisite: Ed 468 or equivalent within one year.

Topics include Z and t tests of means and proportions, and partial and multiple correlation, chi-square and other non-parametric analyses, multiple regression, analysis of variance, analysis of covariance, and elements of experimental design.

W., 4:30-6:15 To be announced

Ed 470 Literature for Children (S; 3)

An immersion in children's literature. Through books, filmstrips, records, films and participating in activities, the student comes to know the poetry and prose in literature for children.

M., 4:30-6:15 Lillian Buckley

Ed 475 Seminar in Severe Special Needs (S; 3)

This seminar is devoted to the development of a broad range of skills pertaining to present and emerging roles of Severe Special Needs personnel. Students will acquire knowledge of public health and welfare systems, legal corrections systems, and various living arrangements for handicapped citizens. Supervisory skills and the coordination of inter-agency efforts will also be addressed.

T., 7:00-8:45 Philip DiMatta

Ed 479 Gerontology (S; 2)

An introduction to the human aging process; its physical, educational, social and psychological implications. Particular emphasis will be placed on the individual receiving rehabilitation services.

M., 4:30-6:15 Linda Norris

Ed 481 Physical Aspects of Rehabilitation of the Visually Handicapped (F; 2)

This course is designed to introduce the student to structural and functional systems of the human organism and to those chronic conditions that may be encountered in the rehabilitation of blind and visually handicapped individuals. Special attention is given to neuro-vascular conditions, hearing defects, audiological measurements, dynamics of posture/locomotion, physical correctives. Meets twice weekly.

Th., 4:30-6:15 Benedict/Woll
F., 4:00-5:45 Hanopole/Downing

Ed 483 Principles of Rehabilitation and Habilitation (F; 3)

A study of the philosophy, the history and basic theories of rehabilitation in relation to all major disability groups. The interaction of various community services and professional disciplines is seen through observation, guest lecturers and seminars. Attention is given to both rehabilitative and habilitative services.

T., 4:30-6:15 John Eichorn

Ed 484 Introduction to Orientation and Mobility Practicum (F; S; 2)

First practicum phase for students in the Peripatology Program and for those preparing to be teachers of orientation and mobility (Dual Program). This course is designed to introduce the student to skills and procedures involved in the orientation and mobility of blind individuals and to provide opportunity to travel and perform other daily routines while under blindfold and other sensory restrictions. There are also visits-observations to agencies in the field- and a special lecture series.

By arrangement Vigoroso/Smith

Herron/Zimmerman

Bentzen/Easton

Ed 485 Individuals with Learning and Behavior Problems (F; 3)

Several views of children labelled mentally retarded, emotionally disturbed, and learning disabled are presented in terms of within-group differences and between group differences. Overlaps between the groups, which led to the cross-categorical approach to handicapped students (mild/moderate/severe) are examined, and the advantages and disadvantages of labelling are discussed. Required for certification in moderate special needs and generic programs. Recommended for non-majors who will be working with handicapped students.

W., 4:30-6:15 James J. Cremins

Ed 486 Communication Skills for the Visually Handicapped (F; 3)

Grade II Literary braille and Nemeth Code. Preparation of instructional materials for visually handicapped students. Emphasis on reading readiness and reading for students who use braille.

M., W., 2:00-4:00 Wilma Hull

Ed 487 Education of Visually Handicapped Children and Youth (F; 3)

Designed to give an overview of education of the visually handicapped including educational and psychological implications of blindness and partial sight, program models and principles of teaching visually handicapped pupils. Includes field trips.

T., 4:30-6:15 Richard Jackson

Ed 488 Seminar on Emotional Disturbance (S; 3)

This is a topical seminar on specific syndromes, such as autism, hyperactivity, and withdrawal. A small number of syndromes will be intensively studied, with particular attention paid to educational interventions. Specific topics will change from year to year.

Thurs. 4:30-6:15 Alec Peck

Ed 489 Orientation and Mobility; Teachers of Visually Handicapped (S; 2 or 3)

Prepares teachers of the visually handicapped to teach and promote independent travel. Includes basic orientation concepts and mobility skills, sensory training, environmental analysis and programming.

By arrangement Gary Snyder

Ed 490 Teaching the Multihandicapped Child (F; 3)

A two-module course focusing on theoretical concepts and instructional strategies which may be employed with multihandicapped children and adults to enhance development in the areas of (a) independent orientation and mobility, and (b) pre-vocational/vocational training. Limited to students in the deaf-blind, multihandicapped programs.

490.01 M., 2:00-3:30 Sherrill Butterfield
490.02 Th., 3:00-4:30

Ed 491 Practicum: Multihandicapped (F, S; 6)

Provides clinical experience with deaf/blind and multihandicapped children in a variety of program prototypes.

By arrangement Sherrill Butterfield

Ed 492 Organization and Administration of Multihandicapped Programs (S; 3)

An overview of laws and litigation in the development of programs for the multihandicapped are presented. Students are introduced to grant writing techniques and will each produce a grant.

By arrangement Sherrill Butterfield

Ed 494 Language Acquisition (F; 3)

This course will investigate the way in which normal children acquire the sounds, structures and meanings of their native language from birth to early childhood. The stages of language acquisition will be discussed in light of (1) the organization and description of adult language, (2) biological and cognitive development and (3) universal and individual patterns of development. Discussion of theoretical issues in language acquisition will be supplemented with representative data samples from each stage of development in an attempt to determine which of the theories best accounts for the data.

W., 6:30-8:15

Nan Bernstein

Ed 495 Human Development and Handicapped Conditions (F; 3)

Human development from conception through adolescence with concern for the results of physiological malfunction at any stage of development. Presentations, discussions, readings and observations will permit the student to understand the most prevalent handicapping conditions. Included is a consideration of aids and prosthetic devices and medical interventions employed by those with sensory and/or motor handicaps. Degree students only.

495.01 T., 4:30-6:15
495.02 T., 4:30-6:15Bruce Cuschna
Jean Zadig**Ed 497 Home and Personal Management for Visually Handicapped (Int., F., 1-3)**

Module I includes an overview of the impact of a visual handicap on the daily functioning of the individual. The needs and learning styles of the congenitally and adventitiously blind, as well as the totally blind and partially sighted will be investigated.

Module II will investigate these problems in more depth while learning appropriate remediation techniques to teach the visually handicapped client these skills of daily living.

By arrangement

Janice Crews

Ed 499 Dynamics and Education of the Emotionally Disturbed Child (F; 3)

Examines the major theoretical perspectives, characteristics and treatment alternatives of emotional disturbance in childhood; educational programs; role of the teacher, school, family factors and community agencies. Emphasis will be given to interagency and interdisciplinary communication and planning of responsive services.

M., 4:30-6:15

Philip DiMatta

Ed 500 History of American Education (F; 3)

A culturally-centered inquiry into seventeenth-eighteenth-nineteenth century education in America.

Offered 1982-83

Ed 513 Early Detection of Emotional Disturbances in Infants and Toddlers (F; 3)

This course examines normal and deviant development during the pre-school years and reviews major psychological disorders from clinical and theoretical perspectives.

Th., 4:30-6:15

Irving Hurwitz

Ed 521 Developmental Reading Instruction (F; 3)

This course examines components of a classroom reading program. Topics include approaches to beginning reading, basic reading skills, diagnostic-prescriptive teaching, and research on current trends in reading instruction.

M., 4:30-6:15

Lillian Buckley

Ed 522 Symposia on Giftedness (S; 3)

Each meeting of the course will be conducted as a disquisition. Topics and issues of interest or concern to the participants will comprise the main content. This is the final course in the core for the M.Ed. and C.A.E.S. in the psychology and education of the gifted. Other students may enroll with the consent of the instructor.

Offered 1982-83

Katharine C. Cotter

Ed 523 Clinical Supervision of Student Teachers (F, S; 3)

On the job training in clinical supervision techniques, materials and practices. Open only to college supervisors and cooperating teachers supervising student teachers.

By arrangement

Joan C. Jones

Ed 524 Selection, Evaluation and Utilization of Media Materials (S; 3)

A course that combines several general activities with a comprehen-

sive analysis of audiovisual materials. One is concerned with sources of audiovisual materials—from free and inexpensive to the more sophisticated and costly productions; another is the development of criteria for determining the proper choice of materials for specific learning with specific students; another is the development of evaluative techniques for gauging the effectiveness of instructional materials. Consideration will be given to recommended techniques for the utilization of materials in the classroom. Student projects will include development of units and lessons with heavy emphasis on media; student demonstrations will be videotaped to offer the individual student the benefits of self-analysis.

M., 4:30-6:15

I. Miller

Ed 525 Toward Excellence in Education for the Gifted (F; 3)

Designed to give a basic understanding of Guilford's Structure of Intellect and Meeker's process for identifying the intellectual strengths

and weaknesses of gifted individuals; training includes mapping intelligence and instructional strategies and materials for strengthening intellectual abilities.

W 4:30-6:15

Paul Merchant

T., 4:30-6:15

Raymond J. Martin

Ed 528 Elementary Teaching in the Eighties (S; 3)

An introduction to and examination of the elementary school administrators, teachers, learners and curriculum. Students will observe in various settings and participate in a specific elementary classroom one day per week. All students will spend two full weeks in this classroom at the end of the semester.

T., 4:30-6:15

Ed 529 M.A.T.-M.S.T. Pre-Intern Program (Summer, 9)

The study of instructional materials, methods, and the technology of teaching considered appropriate to the intern teacher's specialized field. Special effort is made to include experiences which contribute to the improvement of instruction in the summer program and which strengthen the intern teacher's readiness to assume full responsibility for classes during the year of internship.

During the morning hours of the Framingham Six-Week Academic Summer Program, intern teachers have the opportunity to observe classes in a number of subject-matter fields. They work primarily in the field of their specialty. Here, as members of a teaching team under the direction of their cooperating teacher, they practice the role of the teacher through supervised analysis of classroom management, planning lessons, preparing materials, keeping records, evaluating the work of students, tutoring individual students, working with small groups, assisting in large group instruction, acting as laboratory assistants, and teaching complete lessons.

8:00-4:00

To be announced

Ed 538 Education for Social Justice (Core 2) (F; 3)

This course will examine selected educational, theological, philosophical and political questions which clarify the use of general and religious education as vehicles of social justice. Areas of consideration include the Church's theological self understanding, selected issues in the history of Christian ethics, the ethical realism of Reinhold Niebuhr, the social teachings of the Catholic Church and transformational and rational approaches to pedagogy as these effect education for social justice.

To be announced

Padraig O'Hare

Ed 539 Christian Praxis: Education for the Kingdom (F; 3)

This course addresses six foundational questions of religious education in the Christian tradition: what, why, where, how, when, and who. Expressed alternately: the nature, purpose, context, approaches, readiness, and constituency of Christian education are examined. A praxis approach, among others, is demonstrated and discussed as one way of educating for the kingdom.

To be announced

Rev. Thomas Groome

Ed 540 Issues in School Psychology (F; 3)

An intensive analysis of philosophical, technical and administrative issues contributing to the professional identity and function of the psychologist in a public educational milieu. School psychology majors only.

W., 4:30-6:15

Francis Kelly

Ed 542 Principles of Behavioral Counseling (S; 3)

Introduction to the theory and application of behavior modification processes to needs of individuals in counseling and educational set-

tings. Attention to the research on the outcomes of behavioral therapy.
F., 2:00-3:45 Mary Brabeck

Ed 543 Psycho-educational Prescriptions (S; 3)

Focus is on techniques of synthesizing psychological and educational information into an effective, individually appropriate educational plan for children with special needs. Individual case study methods will be utilized.

F., 4:30-6:15 Francis Kelly

Ed 544 Case Studies-Diagnosis: Adolescence (S; 3)

Prerequisite: Ed 440, Ed 443, or Ed 446

Focus on normality, abnormality, and patterns of psychopathology in adolescence. Covers diagnostic decision making methods, schizophrenia, depression, suicide and passive-aggressive factors in adolescents.

Offered 1982-83

Ed 545 Seminar in Communication in Counseling (S; 3)

Prerequisites: Ed 446 or equivalent

A seminar devoted to communication theory and its relationship to counseling and therapy. Theorists such as Milton, Erickson, Watzlawick, Bandler and Grinder will be discussed. Course for counseling majors only.

W. 4:30-6:15 Elizabeth Reynolds Welfel

Ed 547 Practicum in School Psychology-I (F; 3)

Prerequisite: Consent of Francis Kelly

Beginning practicum in School Psychology. Students are placed in comprehensive K-12 school systems under the supervision of a practicing, certified school psychologist. Placements are in off campus sites and require the student to be available at least two days per week during regular school hours (8am-3pm). Boston College School Psychology majors only.

T., 4:30-6:15 To be announced

Ed 549 Abnormal Psychology for Counselors (S; 3)

Types of functional disorders with emphasis on diagnostic and dynamic aspects. Designed to give counselors and other school personnel basic information for recognition and understanding of mental disturbances. Counseling psychology majors only.

Th., 4:30-6:15 To be announced

Ed 561 Evaluation and Public Policy (S; 3)

This course will deal with the conceptual, theoretical and methodological issues underlying the use of social science research and evaluation studies to inform public policy at the federal, state and local levels. Case studies in which evaluation results have been used to justify new programs or terminate existing ones will be stressed.

M., 4:30-6:15 George Madaus

Ed 565 Quantitative Data Collection Procedures: Theory and Practice (F; 3)

Concepts of reliability, validity, measurement error, sampling error, derived scores, norms and other measurement concepts are examined in terms of their applicability to the development and selection of tests, scales, questionnaires, check lists and other data collection procedures commonly used in educational research.

T., 4:30-6:15 Peter W. Airasian

Ed 566 Competency Testing (F; 3)

This course will deal with the origins and growth of the minimal competency testing movement throughout the country. It will pay particular attention to the Massachusetts program and how school districts can meet the requirements of the Massachusetts policy. The course will deal with the following topics: defining competency for the school district, community involvement in designing the local program, implications for the curriculum and organization, identifying appropriate testing procedures, setting competency standards, reporting and implementing results, use of results in improving learning, and legal and ethical issues.

Offered 1982-83

Ed 567 Assessment of Preschool Children (S; 3)

Prerequisite: Ed 464-Lab Fee

Individual measures of the psychological development of children of preschool age (3 to 6 years) will be reviewed with emphasis on the administration, scoring, and interpretation of the Stanford-Binet Intelligence Scale and the McCarthy Scales of Children's Abilities.

M., 6:30-8:15 Richard Schnell

Ed 568 Examining School Effectiveness (F; 3)

This course will review major studies of school effectiveness (e.g., Coleman, Mayeske, Jencks, Mosteller and Moynihan, Husen, etc.). The conceptualization of schooling and school effectiveness implicit in these studies will be described and their methodology and conclusions critiqued. New findings which contradict those of Coleman, Jencks, etc. will be presented.

Offered 1982-83

Ed 579 Educational Assessment of Learning Problems (F; 3)

Focuses on the development of teacher skills in task analysis, informal and formal educational assessment, and the interpretation of psychoeducational data across the range of mildly handicapping conditions. Students rotate through modules covering assessment of visual, motor and auditory language skills. Includes laboratory experience in the Assessment Center. Open to students in Special Education Masters Programs or MA programs in Psychology, Reading or Early Childhood.

579.01 T., 1:30-3:00 Jean Mooney

579.02 Th., 1:30-3:00 To be announced

Ed 584 Student Teaching: Peripatology (F, S; 6-3)

Prerequisite: Ed 484

Second practicum phase for students in the Peripatology Program and for those preparing to be teachers of orientation and mobility (Dual Program). Under close supervision, the work of the previous phase is placed into action by the student working with children, youth, and adults in schools (public and residential) rehabilitation agencies and in the community.

Fall By arrangement (6 cr.)

Spring By arrangement (3 cr.)

Vigoroso/Herron

Zimmerman/Bentzen/Smith

Ed 585 Seminar in Peripatology (F, S; 1)

Included are intensive reviews and discussions of problems of particular concern to students in special education or rehabilitation. Sessions for Peripatology students include demonstrations of materials and resources in such areas as sensory training, concept formation, and spatial orientation.

F., 1:00-4:00

Vigoroso/Herron

Zimmerman/Bentzen/Smith

Ed 587 Remedial Strategies (S; 3-2)

Prerequisite: Ed 579 or the equivalent. Open to students in the Special Educator Program only.

Oriented toward the development of skills which will allow the teacher to plan educational programs for handicapped children from a generic base of individual teaching-learning problems. Includes diagnostic and prescriptive teaching, classroom accommodation techniques and clinical record keeping.

587.01 Th., 4:30-6:15 (3 cr.) John Junkala

To be announced

587.02 Th., 4:30-6:15 (3 cr.) John Junkala

John Junkala

587.03 F., 9:00-12:00 (2 cr.) John Junkala

587.04 F., 1:00-4:00 (8 weeks) (2 cr.) John Junkala

Ed 588 Teaching Strategies for Visually Handicapped (S; 2)

Specialized strategies for teaching visually handicapped learners at elementary and secondary levels. Includes use of abacus.

T., Th., 1:30-3:15 Eight Weeks

Richard Jackson

M., 4:30-7:00 Janice Crews

Ed 589 Behavior Management Strategies (F; 4)

A study of the theoretical concepts and practical applications involved in classroom management. Methods studied include behavior modification, Life Space Interviewing, social learning, and Reality Therapy.

M., 4:30-7-30 Alec Peck

Ed 590 Career Exploration and Setting Awareness (S; 3)

Placement in at least five different sites, based upon the trainee's past experiences and training needs will consist of exposure and exploratory activities in employment settings, vocational schools, sheltered workshops, institutions, pre-vocational centers, and other special education facilities as appropriate.

W., 6:30-8:15 Robert Stodden

Ed 591 Seminar in Mental Retardation (F; 3)

Considers all phases of educating mentally retarded adolescents including problems encountered in special classes of secondary schools.

Special consideration given to work-study programs and cooperating sheltered workshops.

By arrangement

John Eichorn

Ed 593 Introduction to Speech and Language Disorders (F, S; 3-4)
Based on the development of normal children, this course will explore dysfunctions of speech and language which interfere with normal communication and learning processes. Both the evaluation of language performance and the remediation of language deficits will be stressed. Students taking the course for 4 credits will attend a 4 week module on language acquisition. Students taking the course for 3 credits will join the course in the fifth week.

Fall: F., 1:00-4:00

Spring: Th., 6:30-8:45

Sherrill Butterfield
Bashir/Bernstein

Ed 594 Career/Vocational Strategies and Materials (F; 3)

Identification, evaluation, and implementation of several career/vocational strategies and materials appropriate for differing disability levels will be integrated within a developmental structure of an IEP and daily lesson plans. Emphasis will be focused upon the implementation of career/life curriculum materials within the regular and vocational teachers classroom.

W., 6:30-8:15

Robert Stodden

Ed 596 Psycho-Social Development and Adjustment (S; 3)

This course is designed to consider the handicapped person from the standpoint of emotional and intellectual factors, cultural influences, and interpersonal relationships. Consideration is given to the handicapped person generically and also to specific parameters-adventitiously blinded, congenitally blind, child, adolescent, adult, elderly, partially sighted, and handicapped.

W., 4:30-6:15

Richard Jackson

Ed 597 Guided Studies in Special Education and Rehabilitation (F, S; 1-6)

Under the guidance of a faculty member the student explores in depth the literature pertaining to some particular phase or problem regarding handicapped children, youth, or adults. Credits to be determined.

By arrangement

The Department

Ed 598 Introduction to Audiology (F; 3)

The course is designed to assist those individuals who are working with the hearing impaired in an educational setting. Topics covered will include: basic acoustics, basic audiology, anatomy and physiology, etiology, pathology, and psycho-educational implications of hearing loss, pediatric audiology and hearing aids. The course assumes no prior training in audiology and is intended for special education majors, but is open to all interested students.

Th., 6:30-8:15

Richard Sweitzer

Ed 599 Teaching the Emotionally Disturbed Child (S; 3)

Strategies and materials designed to meet the special learning needs of emotionally disturbed children and adolescents. Emphasis will be placed upon a Causal Behavioral Model for organization and planning of learning experiences; classroom management; evaluation; and transition.

M., 4:30-6:15

Philip DiMatta

Ed 604 Seminar in Educational Classics (S; 3)

A reading and discussion course based on the prominent men and the great ideas in the history of educational thought.

Offered 1982-83

Ed 611 Development and Learning in Infants and Preschoolers (S; 3)

Prerequisite: Ed 416

Knowledge of development during infancy and early childhood is essential for an understanding of later behavior. This course will focus on the development of learning abilities, attachment, exploratory behavior, play and social development.

T., 4:30-6:15

Beth Casey

Ed 621 Diagnostic Techniques in Reading (F; 3)

A range of reading assessments from standardized to informal will be studied. Students will become knowledgeable about many reading measures and proficient in the administration and interpretation of several. Students will also learn to report testing results and to assess causation.

For students in the Graduate Reading Program this is a prepracticum and requires fieldwork.

W 4:30-6:15

Bonnie Lass

Ed 624 Media Materials: Design and Preparation (F; 3)

An intensive workshop in basic principles of design and use of graphics. Demonstration and use of equipment for producing varied instructional materials, including mounted still pictures, overhead transparencies, photographic slides, filmstrips, super-8mm films; slide-tape presentations, bulletin board displays and feltboard applications. Students will demonstrate ability to utilize basic equipment and methods for the creation of media materials. Required student projects will include slide-tape, displays, and transparencies.

T., 4:30-6:15

Carlton Cramb

Ed 625 Organization and Administration of the Media Center (S; 3)

Includes classifying and assigning subject headings and cataloging printed library materials and non-print instructional materials; making author, title and subject cards, as well as analytics and other added entries; purchase of library cards. Designed to teach the place and purpose of media center (library) in the school, its objectives and organization. Includes study of media standards, cost of starting and maintaining a media center; use, care, repair and circulation of all materials, the training of student assistants.

Offered 1982-83

Glen Cook

Ed 630 Biblical Interpretation in Education and Ministry (S; 3)

Exploration of the role and function of Scripture in educational and pastoral contexts. Includes attention to the development, philosophical premises and significance of historical-critical methods; to modern theories of interpretation; and to implications for program design and for personal use of Scripture. Mary C. Boys, S.N.J.M.

Ed 635 The Education of Christians: Past, Present, Future (S; 3)

A historical investigation of contemporary issues in Christian education. Using a dialectical, historical method and beginning with the Didache (first century), twelve historical periods and how the Church educated in them are investigated for the insights they can lend to our present and future. Closely parallels the history of Christian theology and of general education.

To be announced

Rev. Thomas Groome

Ed 640 Seminar in Group Counseling and Group Theory (F, S; 3)

Prerequisite: Consent of instructor. Sign up in advance (McGuinn 311) required.

Students participate in a 9 week experimental group which focuses on the development of group norms and dynamics. Discussions in the remaining weeks of the semester center on the process of the experimental group as it relates to group theory and leadership techniques.

Fall	640.01	W., 4:30-6:15	Bernard A. O'Brien
	640.02	Th., 2:00-3:45	Diana P. Paolitto
Spring	640.02	Th., 4:30-6:15	Diana P. Paolitto

Ed 641 Behavior Disorders in Childhood and Adolescence (F; 3)

An examination of the causes, management and treatment of overt behavioral or acting out disorders in childhood and adolescence. Emphasis is placed on the schools and juvenile delinquency and specific behaviors such as hyperaggressiveness, truancy, drug and alcohol abuse and delinquency treatment and control. Degree students only.

F., 4:30-6:15

Francis Kelly

Ed 642 Introduction to Play Therapy (F; 3)

Prerequisite: Consent of instructor

Theoretical approach to play therapy as a treatment process with school age children. Case presentations and discussions of therapy material.

M., 4:30-6:15

Irving Hurwitz

Ed 643 Counseling for Human Development (F; 3)

Prerequisites: Ed 440, 446, or equivalents

For counselors interested in preventative programs to facilitate the personal development of children, adolescents, college students, and adults. Focus on recent theories of ego, moral and intellectual de-

velopment and their application to counseling in both school and non-school settings.

Laboratory experiences strongly emphasized. Topics include peer counseling, discussions of moral and intellectual dilemmas and program planning.

W., 4:30-6:15

Elizabeth Reynolds Welfel

Ed 646 Practicum in Counseling Adolescents and Adults (F, S; 3)
 Prerequisites: Ed 440, Ed 446, Ed 448, Ed 465, and at least half of M.Ed. or M.A. coursework. Consent of the Counseling chairperson is required and the student must sign up in McGuinn 311 four months in advance of enrollment. Open only to Boston College counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 150 clock hours are required for the course.

Students work under direct supervision with actual clients seeking education-vocational-personal counseling in either a regular secondary school or a non-school setting.

Fall	T., 7:00:845	Elizabeth Reynolds Welfel
Spring	T., 7:00-8:45	To be announced

Ed 647 Practicum in School Psychology-II (S; 3)

Prerequisite: Ed 540, Ed 464, Ed 547, consent of Francis Kelly
 Second practicum in School Psychology. Students will sign up four months in advance of enrollment. Students are placed in a comprehensive K-12 school system under the supervision of a practicing, certified school psychologist. Placements are in off campus sites and require the student to be available at least two days per week during regular school hours (8am-3pm). Boston College School Psychology majors only.
 T., 7:00-8:45

To be announced

Ed 648 Practicum in Child Guidance Services (F, S; 3)

Prerequisite: Consent of Director. Ed 540, Ed 443, Ed 448, Ed 464, and at least half of M.Ed. coursework. Consent of the Counseling chairperson is required and the student must sign up in McGuinn 311 four months in advance of enrollment. Open only to Boston College counseling degree candidates. Ordinarily this practicum involves a placement in a counseling situation during the hours of 8:00 a.m. to 5:00 p.m. two days per week (Monday through Friday). A total of 200 clock hours are required for the course.

A practicum at the elementary school level for candidates who are completing course work for the master's degree.

Fall	648.01	T., 7:00-8:45	To be announced
Spring	648.01	T., 7:00-8:45	To be announced

Ed 661 Seminar on Infant Assessment (F; 3)

Prerequisite: Consent of Instructor
 The seminar will deal with the psychological assessment of infants and young children (0 to 3 years). Techniques such as the Brazelton and Rosenblith for neonates as well as scales for older infants like the Bayley Scales of Infant Development will be discussed.
 M., 6:30-8-15

Richard Schnell

Ed 662 Projective Techniques for Children, Adolescents (F; 3)

Prerequisite: Individual Intelligence Testing, Abnormal Psychology
 The theory of projective testing is reviewed. Personality assessment of latency age and adolescent children through administration, scoring and interpretation of the Thematic Apperception Test. Children's Apperception Test, Tasks of Emotional Development Tests, drawing techniques and sentence completion methods. Projective implications of intelligence tests are reviewed. Discussion of case material. Enrollment limited to 20 students, permission of instructor required.
 W., 4:30-6:15

Irving Hurwitz

Ed 663 Projective Techniques II: Cognitive Assessment (S; 3)

Emphasis on neuropsychological evaluation. Review of central nervous system development covering both structure and function. Current research in brain-behavior relationships is discussed. Evaluation techniques for diagnosis of brain dysfunction in children including visual, auditory, motor, language processes. Implications of these assessments for learning disability and emotional functioning. Review of case materials. Enrollment limited to 20. Permission of instructor required.
 W., 4:30-6:15

Irving Hurwitz

Ed 664 Design of Experiments (S; 3)

In addition to classical and quasi-experimental designs, this course will include the following topics: internal and external validity, treatment implementation, sampling, missing data and repeated measures. A knowledge of statistics equivalent to Ed 469 is recommended.
 Offered 1982-83

Ed 665 Interest and Personality Inventories—Theory and Practice (S; 3)

Prerequisite: Ed 465

A review of theories of personality and interest measurement in guidance and counseling. Intensive study of the construction, purpose, and interpretation of the most commonly used structured personality and interest inventories. Laboratory experience in use and interpretation of selected inventories.

M., 4:30-6:15

Kenneth W. Wegner

Ed 667 Introduction to Multivariate Statistical Analysis (F; 3)

Prerequisite: One year of statistics or the equivalent
 Multiple regression and the general linear model, introduction to factor analysis, canonical correlation, discriminant function and principal components analysis. Laboratory exercises include computer analysis of multivariate data.

T., 4:30-6:15

Ronald L. Nuttall

Ed 668 Topics in Multivariate Statistical Analysis (S; 3)

Prerequisite: Ed 667 or equivalent

Multivariate analysis of variance, factor analysis and rotation, multivariate model building. Students will develop a professional-level paper using multivariate statistical data analysis.

T., 4:30-6:15

Ronald L. Nuttall

Ed 669 Psychometric Theory (S; 3)

Prerequisite: One year of statistics and one semester or experience in test construction.

Study of theoretical concepts and statistical techniques involved in educational and psychological measurement. An advanced discussion of topics including levels of measurement, measurement error, reliability, validity, composite scores, norming, equating of equivalent forms, criterion-referenced measurement, and multidimensional scaling.

Offered 1982-83

Ed 679 Student Teaching: Early Childhood/Special Education (F; S; Summer; 3-6)

By arrangement

Joan C. Jones

Ed 680 Evaluation and Guidance of Exceptional Children (S; 3)

Concerned with the multi-disciplinary approach to the evaluation of children with learning problems. Also considers personal, educational, and vocational guidance principles and practices as they relate to those who are handicapped.

W., 4:30-6:15

Peter Entewistle

Ed 681 Interdisciplinary Research Project in Career/Vocational Special Needs (S; 3)

Students will participate in defining research needs in the field with an emphasis upon specific problem areas related to a disability area of specialization. Emphasis will be placed upon projects involving more than a single discipline of study. Products will be disseminated in the form of an experimental study, proposed program, training institute, or other means.

W., 4:30-6:15

Robert Stodden

Ed 682 Administrative Internship: Multihandicapped (F, S; 6)

A twelve-week internship in an administrative capacity with a program serving multihandicapped children. Students will be able to locate throughout the Eastern half of the United States and will participate in planning and evaluation of programs. Limited to students in the Multihandicapped Deaf-Blind Program.

By arrangement

Sherrill Butterfield

Ed 683 Internship: Peripatology (S; 3)

Prerequisite: Ed 484 and Ed 584

Upon successful completion of the first two Practicum phases, the student is assigned to an agency or school for a teaching experience

under the supervision of the cooperating agency or school as well as the faculty of the Practicum section of the Peripatology Program. Assignments are usually out of state.

By arrangement

Vigoroso/Herron
Zimmerman/Smith

Ed 684 Handicapped Student Teaching (F, S, Summer; 3-6)

By permission only. A practicum for students enrolled in the Special Educator, Visually Handicapped and Deaf-Blind programs. The experience offers Clinical and Teaching experiences in areas of exceptionality to meet students' program needs. Students should contact their program coordinator for detailed course prerequisites and the specific practicum period/credit needed. Fall/Spring registration must be completed mid-semester prior to the practicum.

684.01	Special Educator	To be announced
684.02	Deaf/Blind	Sherrill Butterfield
684.03	Peripatology/Visually Handicapped	Hugo Vigoroso

Ed 685 Multidiscipline Approach to Mental Retardation (F, S; 3)

Taught by multidisciplinary staff of the Development Evaluation Clinic, Children's Hospital Medical Center. Considers etiology, study, and treatment of retarded children and the coordination of community services for their welfare. Opened to advanced graduate and post graduate students in the professional disciplines serving handicapped children. Students are supervised in observation and participation in a variety of clinical activities. Taught at Children's Hospital.

F., 8:00-10:00 a.m. Jean Zadig

Ed 688 Elementary and Special Education Student Teaching (F, S; 6)

For students requiring Elementary and Special Education certification. Students will spend half a semester each in an elementary and special education setting. Applicants must have the approval of the Program Director, complete all course prerequisites, including Ed 429 taken with Ed 596 or Ed 528. Joan Jones

Ed 689 Assessment of Visually Handicapped (S; 2)

Formal and informal assessment of visually handicapped students. Emphasis on the multi-disciplinary approach to assessment and the formulation of the Individual Education Program.

M., W., 2:00-4:00 (8 weeks) Richard Jackson

Ed 690 Seminar in Multidisciplinary Management Strategies (S; 3)

Prerequisite: Ed 685

Presupposes high level of professional competence of each student in his or her own discipline. Seminar meetings chaired by multidisciplinary staff of the Developmental Evaluation Clinic, Children's Hospital Medical Center. Designed to educate representatives of the medical and behavioral sciences in the roles played by other professions who serve handicapped children and their families. Observations and participation in the study of selected children are used to develop awareness of and appreciation for the contributions of each discipline. Taught at Children's Hospital.

F., 8:00-10:00 a.m. Jean Zadig

Ed 693 Educational Management of Multihandicapped Pupils (Summer; 3)

Practical management of individuals and small groups of multihandicapped pupils in educational settings. Knowledge of physical and pedagogical accommodations for various handicapping conditions. Implications of multihandicaps. Examine alternatives of classroom and behavior management. Examine ways to respond to various common types of behavior such as: withdrawal, acting out, hyperactivity, self-abuse, and abuse to other pupils and/or the teacher. Develop skills in task analysis as a practical approach to problem solving in new instructional situations. Teaching as a member of a team working with multihandicapped pupils, and directing para-professionals.

To be taught by practitioners in the field.

Ed 694 Problems in Administration: Special Education and Rehabilitation (S; 3)

Investigates a variety of multifaceted administrative problems and issues that impact upon special education services for exceptional children. Will identify problems that require curriculum solution and examine social educational problems that require a more total community response.

M., 7:00-8:45 Philip DiMatta

Ed 695 Human Relations in Work with the Handicapped (S; 2)
Designed for professionals who are seeking to broaden their knowledge of interpersonal skills. Considers human interactions among colleagues, among professional workers and their students or clients, among professional workers and ancillary personnel. In section .01 concern is given to group dynamics with consulting special educators as the frame of reference. Open to Boston College students in graduate education programs only. Section .02 is restricted to Rehabilitation students.

T., 4:30-6:15

Alec Peck

Ed 696 Competency Validation Procedure—Generic (F, S, Summer; 3)

By permission only. A practicum for practicing generic teachers to demonstrate competencies required for University endorsement for the generic credential.

By arrangement

Jean Mooney

Ed 697 Seminar in Curriculum Problems: Education of Exceptional Children (F; 3)

For advanced Master's degree or C.A.E.S. candidates who desire to seek solutions for a specified problem.

By arrangement

John Eichorn

Ed 710 Learning in the Young Child: A Research Approach (F; 3)

This course focuses on particular learning problems encountered by children at the preschool and primary grades. Each time the course is offered, one topic will be investigated in depth. For example, the class may investigate perceptual and cognitive problems involved in young children's use of inefficient problem solving strategies. As a group, the class reviews the literature, designs and implements a study (if time allows) and produces a report on the research.

W., 4:30-6:15

Beth Casey

Ed 720 Curriculum Theory (F; 3)

A basic course in curriculum theory covering such issues as ideologies of curriculum developers, methods of curriculum development, types of curriculum materials, and styles of curriculum evaluation. Students will engage in a curriculum development project as part of the course work. Limited to 20 students.

720.01 T., 7:00-8:45

Michael Schiro

720.05 (PSAP) Th., 9:00-4:00

PSAP Faculty

Ed 721 Remedial Reading Techniques (S; 3)

Methods and materials appropriate for reading-disabled students, grades 1-12, will be studied. Techniques for those with severe skill deficiencies as well as those with milder problems will be considered.

Students will utilize existing approaches and devise their own.

For students in the Graduate Reading Program, this is a pre-practicum and requires fieldwork.

T., 4:30-6:15

Bonnie Lass

Ed 724 Media Specialist Practicum (S; 3)

A field-centered study of the functioning of a media program. Students will be assigned to media centers in local school systems, and will work on specific problems related to non-print materials and equipment. Will involve close supervision by program director and the director of the local media center.

By arrangement

Fred John Pula

Ed 725 Reading Practicum (S; 4)

This field-based practicum involves working in a school setting in the role of a consulting teacher of reading. Candidates work under the joint supervision of a cooperating practitioner and a university supervisor. Approval of the Reading Program Coordinator is required.

By arrangement

John F. Savage

Ed 727 Seminar in Science Education (F; 3)

Restricted to individuals who have a science education emphasis in their graduate programs. Implications of current problems, issues and research in science education will be investigated.

By arrangement

George T. Ladd

Ed 728 Seminar and Practicum in Remedial Reading (Summer; 3)

A clinical practicum that involves supervised diagnostic-prescriptive teaching of children with reading disabilities.

Bonnie Lass

Ed 730 Theological Foundations of Religious Education (S; 3)
 This course is a reflection on the theological enterprise and its relationship to theories and practice of religious education. Special attention will be given to the impact of theological stance (existential, liberal, evangelical, revisionist), on religious education, and the role of theological pre-supposition in forming the educator's image of such central symbols of faith as God, Christ, Church, Faith and Sacrament. Process theology will be examined as an example of the mutual impact of theology and education.

To be announced

Padraic O'Hare

Ed 735 Traditions of Religion and Education (F; 3)

A systematic inquiry into the relationship of religion and education that (1) examines the interdisciplinary nature of religious education; (2) develops appropriate teaching strategies, and (3) explores models of collaborative structures. Includes analysis of selected twentieth century theorists; Coe, Elliott, Nelson, Lynn, Westerhoff, Jungmann, Hofinger, VanCaster, Babin, Sloyan-Moran, Lee as a means of attending to the fundamental question, "What is Religious Education?"

To be announced

Mary C. Boys, S.N.J.M.

Ed 739 A Journey in Religious Education: The Writing of Gabriel Moran (S; 3)

A survey of two decades of writing on the foundations of religious education. Religious education as a field of study, a profession and a force for change in Christian churches. Special attention to language, theory, and method in the study of religion.

Gabriel Moran

Ed 741 Advanced Seminar in School Psychology (S; 3)

An in-depth examination of the role and functioning of the school psychologist. Emphasis will be placed upon problems in psycho-educational assessment, school and parent consultation, research and administration. Case study method will be employed. Open to advanced graduate students only.

Offered 1982-83

Ed 742 Seminar in Consultation (S; 3)

The role of the counseling or school psychologist as a consultant to other professionals and parents is examined in detail. Theories and styles of consultation practice are reviewed. Preventive and curative values of consultation are emphasized.

T., 4:30-6:15

Francis Kelly

Ed 743 Seminar in Counseling Families (S; 3)

Prerequisites: Ed 640 or equivalent and consent of Instructor
 A study of basic family system theory with emphasis on use of intervention strategies around family tensions and problems. Implementation includes: role playing, family sculpture and case presentations. Concurrent clinical involvement with families is recommended.

W., 6:30-8:15

To be announced

Ed 744 Counseling Middle Age, Aged, and Dying (F; 3)

Prerequisite: Course in developmental psychology
 The course will explore the developmental issues critical for an understanding of the counseling process with older adults and those in the terminal phase of life. A multidimensional perspective, including social, cognitive and psychoanalytic viewpoints will be presented on the topics of normal adaptation and pathological reactions to the aging process, grief, coping with cancer and dying. Course will integrate methods of clinical intervention and research with that of thanatological and developmental theory.

M., 4:30-6:15

Harry J. Sobel

Ed 746 Intermediate Counseling Practicum/Adolescents (S; 3)

Students must sign up in McGuinn 311 at least four months in advance of registration. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (Mon-Fri, 8/5)

First advanced practicum in psychological services and counseling with adolescents and adults. Boston College counseling majors only.

M., 4:30-6:15

Elizabeth Reynolds Welfel

Ed 747 Intermediate Practicum in School Psychology (F; 3)

Prerequisite: Ed 547, Ed 647, consent of Francis Kelly
 Students must sign up in McGuinn 311 at least four months in advance of registration. Students work under qualified psychological supervision in a school, hospital, clinic, or in any location where

exemplary learning experiences may be obtained. The facility or location of placement must concern itself with the evaluation, treatment and remediation of learning and adjustment difficulties of children between the ages of three and twenty-three years of age. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (8am-5pm). Boston College School Psychology majors only.

T., 4:30-6:15

To be announced

Ed 748 Intermediate Counseling Practicum-Children (S; 3)

Prerequisite: Ed 648 and consent of Director

First advanced practicum in psychological services and counseling with children under age 12. Boston College counseling majors only.

Th., 4:30-6:15

To be announced

Ed 750 Practicum in Educational Administration and Supervision (F, S; 6)

A guided field practice for which 6 graduate credits are awarded. The practicum is given under the supervision of a representative of the Division of Educational Administration and Supervision and the co-operating practitioner. The student takes on clear administrative responsibilities for at least one half of the practicum, and full responsibilities for one or more roles for a substantial part of the practicum. Performance is evaluated by the supervisor and cooperating practitioner on the basis of the standards set forth at the time by the Massachusetts Department of Education. Students spend at least 300 clock hours at the practicum site. This practicum should be an additional part of a student's M.Ed. or C.A.E.S. program for the purpose of attaining certification at the level covered by the certificate sought.

By arrangement

Donald Donley

Ed 755 Educational Leadership (S; 3)

Presentation of trait-, group-, and situation-theories of leadership. Exploration of the relationship of the above to social theories of action and human relations, with emphasis on the role of leader in the educational enterprise. Development of an outline of a leadership training program for the student of administration.

Th., 4:30-6:15

To be announced

Courses Ed 760 through Ed 768 are open only to students enrolled in the M.Ed./C.A.E.S. Program for School District Evaluation and Research Specialists.

Ed. 760 Descriptive and Inferential Statistics (S; 4)

Ed 761 Evaluation: Conceptualization (S; 2)

Ed 762 Evaluation: Philosophical Issues (S; 2)

Ed 763 Computer Applications in Schools (Summer; 6)

Ed 764 School Testing Programs (F; 2)

Ed 765 Test Construction (F; 2)

Ed 766 Practical Aspects of Evaluation, I (F; 4)

Ed 767 Practical Aspects of Evaluation, II (S; 4)

Ed 768 Evaluation Data and the Administrative Process (S; 4)

Ed 770 History and Theory of American Higher Education (S; 3)

A study of the major historical and theoretical developments in colleges and universities beginning with the medieval university with special emphasis given to the evolution of American higher education.

Offered 1982-83

Ed 771 Organization and Administration of Higher Education (F; 3)

Introduction to administrative theories in higher education; principles of organization; locus of decision-making, institutional characteristics.

W., 4:30-6:15

To be announced

Ed 772 Student Personnel-Student Development Programs in Higher Education (S; 3)

An interdisciplinary study and analysis of student personnel services and student development programs in higher education.

M., 4:30-6:15

Mary Kinnane

Ed 773 College Teaching (F; 3)

A review of college teaching and examination of the ways the college teacher functions in the classroom. Analysis of principles and procedures which may contribute to the teacher's effectiveness.

T., 4:30-6:15

To be announced

Ed 774 Introduction to Community-Junior College I (F; 3)

An examination of the history, values, functions, and purposes of the community-junior college, with attention given to the relationship of the community-junior college to higher education and American society.

T., 4:30-6:15

Michael Anello

Ed 776 Critical Issues Within Continuing Education (F; 3)

Student demographics and trends for the eighties commit institutions to recruiting non-traditional students who seek the necessary tools to improve the quality of their personal and professional lives. Surveying the factors affecting this growth include determining organizational structure; assessing continuing education units; analyzing political complexities; uncovering unique adult learning styles and behavior; committing funds to adult learning programs; and encouraging cooperation between agencies. The comparative advantages of educational services offered by libraries, associations, businesses, proprietary schools and universities will be contrasted.

Th., 4:30-6:15

James A. Woods, S.J.

Ed 777 Marketing for Lifelong Learning: A Comprehensive Approach (S; 3)

Rapidly expanding adult learning programs include professionals pursuing continuing education, homemakers seeking careers, mature workers desiring retraining, and under-educated individuals acquiring basic skills. Reaching these new learners depends on an understanding of the different populations, accurate identification of their needs, administrative expertise in generating inquiries and converting these into registrations, and creative development and marketing of programs. These are the concerns of this course.

T., 4:30-6:15

James A. Woods, S.J.

Ed 778 Theories in Student Personnel-Student Development (F; 3)

An intensive introduction to the literature in student personnel and student development, and related interdisciplinary fields. Basic concepts, philosophies, and current research in the field will be studied and discussed.

M., 4:30-6:15

Mary Kinnane

Ed 779 Higher Education in Other Nations (S; 3)

To understand the nature of university systems and to study the relationship of higher education and society in a number of selected countries.

M., 4:30-6:15

Michael Anello

Ed 791 Projects in Special Education and Rehabilitation (F, S; 1-3)

Open to advanced graduate students only. Credits to be determined. By arrangement

The Department

Ed 810 Seminar in Early Childhood (F; 3)

This course is divided into two parts, both dealing with different types of early experiences and the implications of these experiences for early childhood education. The first part focuses on race and social class issues, dealing in depth with the IQ controversy, multicultural parenting and compensatory education. The second focuses on different family dynamics as well as the effects of divorce, maternal employment and daycare. The course concludes with a discussion of the teacher's role in helping the child deal with these problems as well as working with parents directly.

Offered 1982-83

portantly, the relevance of each to the special educational needs of adults.

Offered 1982-83

Ed 817 Seminar in Adolescent Psychology (F; 3)

In addition to reviewing theory and recent research, students will participate in an extensive research project on adolescence.

M., 4:30-6:15

John S. Dacey

Ed 818 Seminar in Personality (S; 3)

Prerequisite: Permission of the instructor

A study of the major personality theories in psychology supplemented by a survey of other perspectives on personality taken from literary, philosophical, religious and historical sources.

Th., 4:30-6:15

William Kilpatrick

Ed 820 Projects in Curriculum and Instruction (F, S; 3)

Prerequisite: Consent of Program Coordinator

Opportunity will be provided for competent students to engage in action research and curriculum construction projects directly related to classroom and school-community needs. Direction includes field observation and consultation by a faculty advisor.

By arrangement

Michael Schiro

Ed 830 Directed Research in Religious Education (F, S; 3)

Readings, research and/or project implementation, under direction. Open only to candidates in the Religious Education Institute.

By arrangement 830.01

830.02

830.03

Rev. Thomas Groome

Padraig O'Hare

Mary C. Boys, S.N.J.M.

Ed 836 The Theologian as Teacher (S; 3)

What shape does "education for 'critical faith'" take in the concrete? This course is designed for graduate students in theology, religious education and pastoral ministry who see teaching as an integral part of their careers and who wish to deepen their theoretical and practical foundations as teachers. Includes: (1) Teaching strategies; (2) Organizing content into "teachable" units; (3) Video-tape feedback; supervision; (4) Grading; (5) Teacher/student relationships.

Course will attend to theoretical and practical dimensions: philosophical/theological reflection and actual laboratory experience.

Mary C. Boys, S.N.J.M.

Rev. Thomas Groome

Ed 839 Psychology of Adult Religious Development (F; 3)

Starting with an examination of the psychological development of the adult as delineated by Erikson, Levinson and Vaillant, the course will explore also the moral and faith development of adults from young adulthood to old age. From this examination it is hoped that there will emerge insights into the nature and goal of adult religious education.

To be announced

Margaret Gorman

Ed 840 Seminar: Issues in Counseling Psychology (F; 3)

Prerequisites: Consent of instructor. Sign up in advance; priority given to advanced graduate students in counseling psychology.

An advanced seminar focused on current professional issues in counseling psychology. Topics covered include formulating a professional identity, professional counselling organizations and their functions, ethical issues, related professions, regulations and laws, certification and licensing, accreditation, special settings, and recent and future developments in the profession. Limited to 20 students.

M., 4:30-6:15

Kenneth W. Wegner

Ed 841 Seminar in Evaluation & Research in Counseling (F; 3)

A study of the research on therapeutic approaches and outcomes for a wide variety of client populations. An examination of research on counselor characteristics, expectations and interpersonal skills, the selection of clients for treatment, client variables and preparation and the role of hope and suggestion in psychotherapy and behavior change. Limit 20 students. Counseling Majors only.

T., 4:30-6:15

Bernard A. O'Brien

Ed 842 Seminar in Counseling Theory (S; 3)

An investigation of a wide variety of theoretical approaches to counseling. Seminar is focused on helping graduate students integrate

research and counseling techniques into a meaningful and appropriate frame of reference for work with her/his clients. Limit 20 students: Counseling Majors only.

Th., 4:30-6:15

To be announced

Ed 843 Seminar in Career Development (S; 3)

An examination of theory and research in career development. Special attention is given to the relationship between career choice and development over the life cycle, and the role of sex differences. Sign up in advance is required. Open to doctoral students in counseling psychology only. Limited to 15 students

W., 2:00-3:45

Diana P. Paolitto

Ed 844 Seminar in Counseling Supervision (S; 3)

Prerequisite: Consent of Director in advance

Methods and techniques of supervising counselor trainees in counseling practicum, internship, or in-service training programs. Supervision and training of counseling support personnel. Designed for the advanced graduate student who is planning to become a counselor supervisor or counselor educator.

M., 7:00-8:45

Irving Hurwitz

Ed 846 Advanced Counseling Practicum—Adolescents (S; 3)

Prerequisite: Consent of Director, Ed 746 or equivalent

Students must sign up in McGuinn 311 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (Mon.-Fri. 8 a.m.-5 p.m.)

Work under supervision with clients needing counseling for any of the reasons usually occurring in an ordinary high school or college guidance and counseling program or non-school agency. Boston College Counseling majors only.

Spring: M., 4:30-6:15

To be announced

Ed 847 Advanced Practicum-School Psychology (S; 3)

Prerequisites: Ed 747 or equivalent and consent of Francis Kelly Students must sign up in McGuinn 311 at least four months in advance of enrollment. Placements are in off-campus sites and require the student to be available at least two days per week during normal working hours (Mon.-Fri., 8am-5pm). Students work under qualified psychological supervision in a school, hospital, clinic, or in any location where exemplary learning experiences may be obtained. The facility or location of placement must concern itself with the evaluation, treatment and remediation of learning and adjustment difficulties of children between the ages of three and twenty-one years of age.

Boston College School Psychology majors only.

T., 4:30-6:15

To be announced

Ed 848 Internship in Counseling Children (F, S; 3)

Prerequisites: Ed 748 or 847 and consent of Francis Kelly Psychodiagnostic and counseling experience under professional supervision in an approved counseling or clinical setting. Minimum of two full working days per week in placement.

Boston College Counseling majors only.

Offered 1982-83

Francis Kelly

Ed 849 Internship in Counseling Psychology (F, S; 3-6)

Prerequisite: Consent of Professor, Minimum of 400 clock hours of counseling practicum (e.g., Ed 646, 746, 846). Sign up in advance. Required course for all doctoral candidates in Counseling Psychology. Students must complete the equivalent of one full academic year in internship either half-time for four semesters (3 credit hours per semester), or full time for two semesters (6 credit hours per semester). Placement in an approved counseling setting for supervised psychodiagnostic and interviewing experience with clients, group counseling and other staff activities.

By arrangement

Kenneth W. Wegner

Ed 851 Administrative Case Studies (F; 3)

Prerequisite: Prior approval of Instructor

Case materials from actual situations in school systems will form the basis for discussion. The course will emphasize the decision-making function of the administrator.

M., 4:30-6:15

Donald T. Donley

Ed 852 Administrative Communication (F; 3)

Presentation of introductory materials on mathematical, social-psychological and linguistic-anthropological theories of communication with a view to the syntactic, semantic, and pragmatic dimensions of each. Treats sender-receiver appraisal, coding, distortion, channels, network, gatekeeping and feedback. Derived from the above, the course synthesizes the communication process into a fundamental tool for the educational administrator at any level.

chological and linguistic-anthropological theories of communication with a view to the syntactic, semantic, and pragmatic dimensions of each. Treats sender-receiver appraisal, coding, distortion, channels, network, gatekeeping and feedback. Derived from the above, the course synthesizes the communication process into a fundamental tool for the educational administrator at any level.

852.01 W., 4:30-6:15

Joseph P. Duffy, S.J.

Ed 853 Seminar in Finance and Business Management of Schools (S; 3)

Prerequisite: Ed 452

This seminar will consider in depth the major sources of school financial aid: local, state and federal. There will be special emphasis on the evaluation of the current state aid and federal programs. Students will focus on and observe at first-hand sound business management practices operative in selected school systems. Each student will complete a significant field study in one area of school business management.

W. 4:30-6:15

Vincent Nuccio

Ed 854 Futurism and Planning (F; 3)

Planning is emerging as one of the most powerful functions which the educational leader performs. This course emphasizes the planning process, it makes use of prediction methodologies, and explores alternative futures.

W., 7:00-8:45

Donald T. Donley

Ed 855 Administrative Behavior (S; 3)

Will study the feasibility of administrative theories and offer opportunities for the practitioner to develop his or her own administrative theory. All administrative behavior is examined against major administrative theoretical frameworks.

T., 4:30-6:15

Joseph P. Duffy, S.J.

Ed 856 The School as a Community Institution (S; 3)

Presentation of school as a sub-system within society, pointing up the political, economic, social, value, and cultural forces affecting local school systems. Investigation of various types of response by school systems with emphasis on the community-school concept.

Offered 1982-83

Ed 857 School Plant Planning and Operation (F; 3)

Will consider criteria for adequate school plants, building operations and management; the relation between the educational program and school facilities; site selection; building layout; and financing procedures. Special emphasis on the evaluation of existing school plants, rehabilitation and energy conservation. The course includes visits to new and recently rehabilitated school buildings.

Offered 1982-83

Ed 859 Projects in Educational Administration and Supervision (F, S; 3)

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant field-type study in some area of administration and/or supervision. Open to advanced graduate students only. Approval by the faculty member is required prior to registration.

By arrangement

The Department

Ed 860 Survey Methods in Educational and Social Research (S; 3)

Prerequisite: one year of statistics

The design of surveys, including sampling theory, the development of survey instruments, training of interviewers, interviewing, coding, data reduction, data analysis, and report writing.

Offered 1982-83

Ed 861 Construction of Attitude and Opinion Questionnaires (F; 3)

Prerequisites: None

This course is usually taken as the first of a two-course sequence with the second semester Ed 862 Survey Methods in Educational and Social Research. Techniques for the construction and analysis of attitudinal and opinion questionnaires will be covered. Topics include Likert scales, Thurstonian scales, Guttman scales, ratio-scaling procedures. A survey instrument containing a variety of scales and analysis plans for a survey conducted using the instrument will be developed. The use of advanced computer data analysis systems such

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as SPSS or SAS will be introduced.
M., 4:30-6:15

Ronald L. Nuttall

Ed 862 Survey Methods in Education and Social Research (S; 3)

Prerequisite: One course in statistics

This course is usually taken as the second of a two-course sequence, with Ed 861 Construction of Attitude and Opinion Questionnaires as the first semester. However, Ed 862 can be taken without having previously taken Ed 861.

This course covers the design and conducting of surveys. Topics include practical sampling theory, selecting and obtaining samples, development of survey instruments, training of interviews, interviewing, coding, data reduction, data analysis, and report writing. A survey will be conducted using the attitudinal and opinion survey instrument developed during the Fall semester course. Students will write professional level papers based on this survey data. Advanced computer data analysis systems such as SPSS or SAS will be used for analysing the survey data.

M., 4:30-6:15

Ronald L. Nuttall

Ed 863 Internship in Educational Research (F, S; 1-3)

Students working toward a degree in Educational Research will be placed in one or more educational research settings to work with local staff and Department faculty in planning, conducting, analyzing and reporting phases of one or more projects relating to the evaluation of educational programs.

By arrangement

The Department

Ed 865 Planning and Conducting Educational Research (F, S; 3)

Prerequisites: Ed 468, 469, 565 or equivalents

A practical study of the principal research tools used by investigators of educational phenomena. The course is open to doctoral students in the Department and is intended to assist students in the selection of a researchable problem, and to provide appropriate knowledge of research strategies and options for data analysis which will be useful in planning and conducting research for the dissertation. Enrollment limited to 20 students.

Fall: W., 4:30-6:15

Ronald L. Nuttall

Spring: M., 4:30-6:15

Peter W. Airasian

Ed 871 Issues in American Higher Education (S; 3)

Examination of some of the major issues confronting American higher education, and of proposals for their resolution. Consideration of problems in such areas as institutional management as well as in the field of social policy.

T., 4:30-6:15

To be announced

Ed 872 College Student Personnel Policies and Practices (S; 3)

Prerequisite: Ed 778 or Ed 772

A case study approach to the problems and issues facing those involved in working with students and student life.

W., 4:30-6:15

Mary Kinnane

Ed 873 Seminar in Curriculum of Higher Education (F; 3)

A consideration of principles and development in the establishment of college and university curriculum programs with emphasis on liberal and general education and the interrelationship to special and professional education.

Th., 4:30-6:15

Michael Anello

Ed 874 Introduction to Community-Junior College II (S; 3)

Continuation of Ed 774 with emphasis given to issues in the structure, personnel, and administration of the community-junior college. Visits and meetings with administrators in a variety of community colleges.

Th., 4:30-6:15

Michael Anello

Ed 878 The College, Courts and the Law (F; 3)

An examination of court interpretations of constitutional issues that affect higher education. Utilizing the case approach, the course will focus on topics such as due process for faculty and students, tenure, academic freedom, collective bargaining, and affirmative action.

M., 4:30-6:15

Lester E. Przewlocki

Ed 879 Seminar on Innovations in the Higher Education of Women (F; 3)

The seminar will focus on the innovations and transitional phases of women's and men's roles, status, and life styles. Contemporary issues and research will be considered in this study of critical areas

affecting higher education, students in the field, administrators, faculty, and counselors.

W. 4:30-6:15

Mary T. Kinnane

Ed 911 Seminar in Cognitive Development within the First Seven Years (F; 3)

Prerequisite: Permission of instructor.

Perceptual and cognitive aspects of the first seven years, and the influences that shape development. Emphasis on the Piagetian model.

Th., 4:30-6:15

John F. Travers

Ed 913 Seminar in the Theories of Motivation (F; 3)

Prerequisite: Permission of the Instructor

A study of traditional theories (James, McDougall, Freud, Murray, Harlow, Maslow, Cronbach) and contemporary motivational systems (drive-reduction, self-stimulation, approach-withdrawal, arousal and reinforcement). Particular attention will be given to implications for classroom procedures.

Offered 1982-83

Ed 914 Theories of Instruction (S; 3)

Prerequisite: Admission by consent of the instructor.

A survey of the literature concerning theories of instruction, and an investigation of several prominent theories. These would include both philosophical and empirical studies, such as Bruner, Ryans, Flanders, and other contemporary theorists.

Offered 1982-83

Ed 915 Culture and Psychology (F; 3)

Prerequisite: Permission of the Instructor

This is not a course in social psychology but an examination of the ways in which contemporary psychologies affect and determine contemporary life styles, and how the culture gets the psychology it deserves. A major premise of the course is that psychologists have taken over the job of the theologians and philosophers, and have given us a whole new set of values and guidelines. One avenue to be explored is the possibility that these new values not only fail to mend the social fabric but may serve as the chief cause of its unraveling. The role of Madame Defarge, moreover, can be played as effectively by the "humanistic" psychologists as by the behaviorists.

M., 4:30-6:15

William K. Kilpatrick

Ed 940 Projects in Counseling Psychology (F, S, 3)

Open to advanced students only. Independent, directed study.

By arrangement

The Department

Ed 952 Seminar in Problems of School Administration (F, S; 3)

Prerequisite: Permission of the Instructor

Guided study and discussion of significant problems confronting the school administrator of today. Individual and group projects require extensive reading in current professional journals as well as considerable time in field visitations. Membership in this seminar is reserved for doctoral students who have nearly completed their program of studies. Students must register in advance.

Th., 7:00-8:45

Vincent Nuccio

Ed 953 Supervision II (S; 3)

Prerequisite: Instructional Supervision I

This course draws from the fields of Organizational Development and Systems Management Theory to develop flat adaptive organizational models for school-system use. Functional linkage networks are employed to move away from the bureaucratic structures which have so characterized schools of the past. Feedback systems are developed to undergird accountability. Students create an idealized organizational model for a school for the future.

M., 4:30-6:15

William M. Griffin

Ed 954 Administration of the Local School System (S; 3)

Will consider the duties and problems of the Superintendent of Schools in the areas of the instructional program; staff personnel management; pupil administration; school plant utilization; school business affairs; school-community relations; and the appraisal of school system operations.

Offered 1982-83

Ed 956 Legal Aspects of Educational Administration II (S; 3)

Prerequisite: Ed 456 or equivalent

A survey of current legal concepts concerning the rights, duties and liabilities of school administrators in such areas as contracts, the

management of school funds and property, staff and pupil-personnel administration, tort liability of educational agencies and employees, etc. The major focus is on policy-making decisions at the superintendent and/or principal level.

This is an advanced course to follow Ed 456 and is most useful to principals, superintendents and central office personnel.

W., 4:30-6:15

Lester E. Przewlocki

Ed 958 Internship in Educational Administration (F, S; 6-3)

Doctoral students have a clinical type experience in an administrative role in an urban or suburban school system or other appropriate educational agency. The intern is assigned in an operational decision-making capacity under the direct supervision of an experienced school administrator or project leader. The intern will (1) submit a role proposal, progress reports, and a summary report; and (2) be responsible for reading a prepared list of references; and (3) participate in a weekly on-campus seminar in problems encountered.

By arrangement

Joseph P. Duffy, S.J.

Ed 961 Projects in Educational Research and Measurement (F, S; 1-3)

Open to advanced students only. Credits to be determined.
By arrangement

The Department

Ed 971 Seminar in Administration of Higher Education (S; 3)

Prerequisite: Ed 771

A systematic consideration of the major areas of responsibility faced by the academic administrator: principles and practices are developed through case studies and characteristic problems.

W., 4:30-6:15

To be announced

Ed 972 Colloquium: Student Cultures and the College Experience (F; 3)

Prerequisite: Consent of Instructor and Ed 772 or Ed 778
A study and discussion of student cultures and values, the college experience and environment, and their interaction, in American and International settings. Open to advanced students in higher education.

Offered 1982-83

Ed 975 Internship in University Administration (F, S; 3, 3)

Majors in higher education will select an educational research setting in an administrative office on-campus or in an off-campus agency. Under the guidance of a supervisor the student will participate in the day-to-day work of the office submitting a final report of activities.
By arrangement

The Department

Ed 976 Internship in Student Personnel and Student Development (F, S; 3, 3)

Designed for doctoral students in student personnel only. The student will intern in appropriate student personnel, student development situations with staff supervision.

By arrangement

Mary Kinnane

Ed 977 Internship in Community-Junior College (F, S; 3, 3)

For doctoral students in community-junior college only. Field experience in an appropriate two-year educational institution or organization.

By arrangement

Michael Anello

Ed 978 Reading and Research in Higher Education (F, S; 3)

A directed study of primary and secondary sources to offer the student deeper insight of materials previously studied or in which the student is deficient.

By arrangement

The Department

Ed 981 Supervised Internship: Special Education and Rehabilitation (F, S; 1-3)

Students serve as interns in local, state, federal and/or private schools or agencies under the direction of a faculty member and cooperating personnel.

For advanced graduate students only.

By arrangement

The Department

Ed 988 Dissertation Direction (F, S; 3, 3)

Prerequisite: Consent of academic advisor
All advanced doctoral students are required to register for six credit hours of dissertation direction.

By arrangement

The Department

Ed 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree or the D.Ed. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of university facilities (library, etc.) and the privilege of auditing informally (without record in the graduate office) courses which they and their advisers deem helpful. Tuition must be paid for courses formally audited or taken for credit. When registering for Ed 999, students must use the section number assigned to their dissertation directors to assure proper recordkeeping.

The Department

English

Faculty

Professor Leonard R. Casper, A.B., A.M., Ph.D., University of Wisconsin

Philomatheia Professor P. Albert Duhamel, A.B., College of the Holy Cross; A.M., Boston College; Ph.D., University of Wisconsin

Professor Anne D. Ferry, A.B., Vassar College; A.M., Ph.D., Columbia University

Professor Richard E. Hughes, A.B., Siena College; A.M., Boston College; Ph.D., University of Wisconsin

Professor John L. Mahoney, A.B., A.M., Boston College; Ph.D., Harvard University

Professor John J. McAleer, A.B., A.M., Boston College; Ph.D., Harvard University

Professor E. Dennis Taylor, A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Associate Professor Joseph A. Appleyard, S.J., Chairman of the Department
A.B., Boston College; Ph.D., Harvard University

Associate Professor Henry A. Blackwell, A.B., Morgan State College; M.A., Ph.D., University of Chicago

Associate Professor Rosemarie Bodenheimer, A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Associate Professor Adele M. Dalsimer, A.B., Mt. Holyoke College; M.S., Hunter College; Ph.D., Yale University

Associate Professor Paul C. Doherty, A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

Associate Professor John J. Fitzgerald, A.B., A.M., Boston College; A.M., Ph.D., Fordham University

Associate Professor Robert Kern, A.B., City College of New York; A.M., Ph.D., Harvard University

Associate Professor Joseph A. Longo, B.S., M.Ed., A.M., Ph.D., Rutgers University

Associate Professor Robin R. Lydenberg, A.B., Barnard College; A.M., Ph.D., Cornell University

Associate Professor John F. McCarthy, A.B., Harvard University; A.M., Ph.D., Yale University

Associate Professor Daniel L. McCue, Jr., A.B., Boston College; A.M., Ph.D., Columbia University

Associate Professor Kristin Morrison, A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Associate Professor John H. Randall, III, A.B., Columbia University; A.M., University of California at Berkeley; Ph.D., University of Minnesota

Associate Professor Charles L. Regan, A.B., Boston College; A.M., Ph.D., Harvard University

Associate Professor Robert E. Reiter, A.B., St. Bonaventure College; Ph.D., University of Michigan

Associate Professor Richard J. Schrader, A.B., Notre Dame University; A.M., Ph.D., Ohio State University

Associate Professor Cecil F. Tate, A.B., University of Maryland; A.M., Ph.D., Emory University

Associate Professor Andrew J. Von Hendy, A.B., Niagara University; A.M., Ph.D., Cornell University

Associate Professor Judith Wilt, A.B., Duquesne University; Ph.D., Indiana University

Associate Professor William Youngren, A.B., A.M., Ph.D., Harvard University

Assistant Professor Raymond G. Biggar, A.B., Bowdoin College; M.A.T., Harvard University; Ph.D., University of Wisconsin

Assistant Professor Howard A. Eiland, A.B., Northwestern University; M.Phil., Ph.D., Yale University

Assistant Professor Albert M. Folkard, A.B., A.M., Boston College

Assistant Professor Dayton Haskin, A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Assistant Professor Paul Lewis, A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Assistant Professor Joseph M. McCafferty, A.B., A.M., Boston College

Assistant Professor Francis J. McDermott, A.B., A.M., Boston College; A.M., Ph.D., Harvard University

Assistant Professor John J. Sullivan, Assistant Chairman of the Department

A.B., Harvard University; A.M., Boston College

Assistant Professor Francis W. Sweeney, S.J., A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College

Assistant Professor Christopher P. Wilson, A.B., Princeton University; Ph.D., Yale University

Lecturer Sr. Elizabeth S. White, R.S.C.J., A.B., Manhattanville College; A.M., Radcliffe College; Ph.D., Catholic University

The examination in foreign languages, which is identical for students electing either Plan A or Plan B, will be offered each semester and the candidate may elect to take it in a wide range of languages related to an area of special interest. The written examination may be waived if the candidate can supply proof of proficiency in a language other than English in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or better; or College Entrance Examination Board scores indicating upper-percentile achievement.

The oral examination is offered each semester and may be taken only after the candidate has passed the written examination in criticism, if pursuing qualification under Plan A, or all course requirements if seeking qualification under Plan B, and the foreign language examination, whether pursuing qualification under Plan A or Plan B. The examination, based upon a list of books intended to be representative of the historical scope of English and American Literature, is identical for candidates pursuing either Plan A or Plan B.

Copies of the list of titles upon which the candidate will be expected to stand examination are available upon registration from the Department. Students are advised to make use of the Departmental counseling services in order to help them prepare for this examination by making an informed choice of the courses regularly available to them.

There is no thesis requirement of students pursuing either Plan A or Plan B.

Plan A: The written examination which students expecting to qualify under Plan A must take is based on four texts which are published at the beginning of each semester. The candidate is expected to write essays on three of the texts, for two hours on one, and for one hour on each of the other two. The questions in this examination are designed to provide the student with an opportunity to demonstrate detailed familiarity with the texts chosen, and also with the relevant critical and scholarly interpretations of the text as the candidate has been able to develop them through his or her own research.

Admission to all Master's programs in English presupposes prior submission of all previous undergraduate transcripts, as well as transcripts of all previous graduate work, letters of recommendation, and Graduate Record Examination (GRE) scores, including both the Aptitude Scores and the Achievement Scores in English.

Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic experience of American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which are learned from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program at present are the Departments of History, English, Political Science, Sociology, and Economics. The program is administered by a committee composed of representatives from each of the cooperating departments. A two semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would investigate themes, problems, and issues in a chosen field.

Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidate will take an oral comprehensive examination which will reflect a capacity to synthesize diverse areas of knowledge and will focus on the candidate's major interest. The examining board should consist of at least one member of the American Studies committee.

An applicant for admission to the American Studies program should submit an application to the department of the desired major

Program Description

Master of Arts Program

Students seeking the degree of Master of Arts in English have a choice of fulfilling the University's standard 30-hour requirement under either Plan A or Plan B. The choice of Plan A or Plan B depends upon the student's prior studies, future plans, and consultation with the Program Director.

Plan A: Students electing this Plan will be expected to fulfill the requirements in the following ways: (1) to complete satisfactorily the requirements in courses granting at least 18 semester hours of graduate credit; (2) to register for up to 12 semester hours of guided study in criticism and literary history (En 891 Guided Study: Criticism; En 892 Guided Study: Criticism; En 893 Guided Study: Literary History; En 894 Guided Study: Literary History); (3) to pass three examinations in the following order: a written examination to demonstrate their ability to read a foreign language, a written examination in criticism, and an oral examination on the continuity of English and American Literature. Scheduled graduate courses may be substituted for all or part of the 12 hours of guided study at the discretion of the student and the Program Director.

Details of these examinations and conditions applying to Plan A are supplied in paragraphs below.

Plan B: Students electing this Plan will be expected to complete satisfactorily the requirements in courses granting at least 30 hours of graduate credit, three of which must be in a course on Bibliography and Methodology, and to pass two examinations in the following order: a written examination to demonstrate their ability to read a foreign language, and an oral examination on the continuity of English and American Literature.

Details of these examinations and conditions applying to Plan B are supplied in paragraphs below.

concentration. Admission of any applicant will be determined both by the major department and the American Studies committee. Admission to all Master's Programs in English presupposes prior submission of all previous undergraduate transcripts, as well as transcripts of all previous graduate work, letters of recommendation, and Graduate Record Examination (GRE) scores, including both the Aptitude Scores and the Achievement Scores in English.

Master of Arts in Medieval Studies

Parallel to the Degree of Master of Arts, but different from it in significant ways, the Master of Arts in Medieval Studies is awarded to students who have satisfactorily completed courses granting at least 30 semester hours of graduate credit, and have passed three examinations: a written examination in criticism, an examination in a foreign language, and an oral examination based on a list of 20 literary works.

Among the 30 credits which must be obtained through course work, 3 semester-hours of credit must be in Old English and 3 in Middle English; a minimum of 6, and a maximum of 12, credits in courses other than those offered by the Department of English which are relevant to a degree in Medieval Studies—such as history, philosophy, theology, Germanic studies, and Romance languages—is also necessary. The candidate may, with the permission of the director of the M.A. in Medieval Studies Program, substitute 3 semester-hours of credit in graduate courses, offered by the English Department and by other departments, that are not in the medieval period but can be shown to be relevant to the Medieval Studies Program.

The written examination in criticism is based on five texts announced at the beginning of each semester, two of which will be Old English works, the other three being Middle English. The student is to write for two hours on one of the texts, and for one hour each on two others, choosing one Old English and two Middle English texts, a total of four hours in all. As with the regular M.A. in English, "the candidate is expected not only to be thoroughly familiar with the texts themselves, but also to gain a thorough working knowledge of the critical and scholarly literature relevant to the three works chosen." (See above, under "Master of Arts Program," for a complete description of the expectations for this examination.)

The successful passing of an examination in Latin, French, German or Italian will fulfill the foreign language requirement for the M.A. in Medieval Studies. It will be given each semester. A reading knowledge is expected.

The oral examination, an hour in length, may be taken only after the candidate has passed the written examination in criticism and the foreign language examination. It will test the candidate's knowledge of Old and Middle English language and literature both broadly and narrowly: the relationships between texts as well as detailed knowledge of individual texts. Early in the semester in which he or she wishes to take this examination, the candidate will submit a list of 20 titles of literary works he or she wishes to be examined on, including 3 relevant non-English medieval works and 3 relevant classical works, to the Director of the M.A. in Medieval Studies program, who will submit the list to the M.A. in Medieval Studies Committee for approval. No explanatory essay is necessary, but some coherence and balance in the titles is expected. The examination will be given by a committee appointed by the English Department. By petition, one member of the examining committee may come from one of the other departments in which the candidate has taken courses.

There is no thesis requirement for the program.

Master of Arts in Teaching

The Department, in cooperation with the School of Education, offers a program leading to the degree of Master of Arts in Teaching. In addition to the usual 15 graduate hours in English, students in this program must pass the Department's written examination to demonstrate their ability to read a foreign language and an oral examination on the continuity of English and American literature.

Graduate Assistantships and Teaching Fellowships

A number of assistantships and fellowships, with stipends up to \$3500 plus remission of tuition, are available for M.A. candidates.

Certificate of Advanced Graduate Study

The Certificate of Advanced Graduate Study in English is a permanent part-time program primarily intended for English teachers who wish

to extend and broaden their professional preparation beyond the requirements of a Master's degree, but it is also flexible enough to meet the needs of the many who may wish to continue their education through further cultural study.

The Certificate will be awarded upon the completion of 30 graduate credit hours, at least half of which must ordinarily be in English Department courses. The balance can be taken in any related areas like history, philosophy, classics, modern languages or art which may be of particular interest or usefulness to the teacher concerned with developing specialized courses or the general student interested in exploring new areas.

To provide for the needs of the in-service teacher whose professional development is the continuing concern of this program, the English department regularly schedules courses in the latter part of each afternoon on a wide variety of periods and authors. The program also provides opportunities for independent directed-study courses which may be tailored to meet the needs of special students.

Doctor of Philosophy Program

No more than five students will be admitted to the doctoral program each year. The small number of students makes possible a flexible program, in which the forms of requirements and examinations are suited to the interests and needs of each student.

All students accepted into the program receive fellowships ranging from \$2500 to \$3100 plus tuition remission to facilitate full-time work so that all requirements are completed within four years. Fellowships are normally renewed for the four years as long as satisfactory progress is being made towards the degree.

Course Requirements

Students are required to take four doctoral seminars in their first six semesters. Another graduate course may be substituted for one of the seminars after consultation with the instructor and approval of the Director under ordinary circumstances at the beginning of the course. All other course work is elective.

Independent Study: Readings and Research

Either individually or in small groups, students may arrange with members of the faculty to take a course of readings and research in a subject not covered in standard course offerings.

Examinations

Students are required to pass a major field examination and three minor field examinations. Students planning to take an examination should so inform the Department Chairperson at least two months beforehand, at which time the Chairperson will name the board and set the time and place for both the examination and a preliminary meeting between the student and the board. At or before the preliminary meeting the student will submit to each board member a tentative list of titles to be examined on and in the case of a minor examination a definition of the specific topic, scope, and format of the proposed examination. These matters will be discussed, modified if necessary, and approved at the preliminary meeting.

A major examination consists of a two-hour oral examination covering a substantial field of English or American literature.

A minor examination is narrower in scope and normally runs one and one-half hours. It may resemble the major examination in consisting of a direct oral examination on a specified reading list, but students are encouraged rather to choose formats for minor examinations that approach the material with a particular pedagogical or scholarly end in view, for example, defending the outline of a viable course in the field, defending a planned anthology, giving a lecture, or writing an essay on a significant topic in the field.

A student wishing to withdraw from a scheduled examination must give two weeks notice to the Department Chairperson.

All examinations are graded according to the standard graduate school grading scale: Pass with Highest Distinction, Pass with Distinction, Pass, Fail. The chairperson of the examining board is responsible for submitting to the Department Chairperson as soon as practicable the grade for the examination along with a written evaluation of the student's performance. Other members of the board may also submit individual reports for the student's Department file.

Teaching

The teaching of two three-credit undergraduate courses with the guidance of an advisor is part of the doctoral requirement. This is normally done in the third year. The teaching may take one of three forms, or a combination of two of them:

- a. Teaching in a staff course where one works closely with one or more faculty and other doctoral students in developing teaching strategies.
- b. Teaching English elective courses of the student's own design with the advice of a faculty member selected by the student.
- c. Teaching in the Core Program, i.e., Freshman English, again with an advisor of the student's choosing.

In their first four semesters students also assist in departmental work in various ways, amounting to about four hours a week of their time. They may be asked to give tutorial help to undergraduates in the writing program, or to assist senior faculty in research or teaching.

Language Requirement

The Ph.D. language requirement may be fulfilled in two ways:

- a. Passing the Departmental reading examination in two languages.
- b. Demonstrating a fuller knowledge of a single language by passing a reading examination and writing a scholarly paper on a literary topic involving problems of language or style. With the approval of the English Department examiner in a given language, the paper may be one written for an advanced language course.

The Dissertation

Students may fulfill the dissertation requirement by writing an original book or monograph length study of an appropriate subject or by writing a substantial publishable article. The student should first consult with the faculty member he or she wishes to direct the dissertation and obtain approval of the topic. Then the student should inform the Department Chairperson, who will name second and third readers in consultation with the dissertation director. Working arrangements among student, Director, and readers necessarily vary from one dissertation to another, but it is the responsibility of the Director to see that at least one of the other readers is involved as early as is feasible.

The students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. Information on these matters can be obtained from the Department Secretary, the Program director, or the University Registrar's office. The dissertation director is also responsible for being aware of all pertinent deadlines and University thesis requirements.

The Ph.D. Colloquium

A student committee organizes and schedules monthly Ph.D. Colloquiums, at which faculty members, outside guests, or senior doctoral students lead discussions of literary topics. First and second year students are expected to attend, and all doctoral students and faculty are invited.

Pacing One's Program

The program is designed to be completed in four years while retaining maximum flexibility within that span. Therefore adequate planning and pacing of one's own program is of crucial importance. In consultation with the Program Director, students should project a timetable for themselves before the end of their first year, observing the following guidelines: Counting each required seminar, each field examination, and each semester of teaching as one unit, students should complete 2 to 3 units by the beginning of the second year; complete 5 to 7 units by the beginning of the third year; complete 10 units by the beginning of the fourth year.

(Note that this calculation does not include language examinations.) It is expected that students will be in a position to embark fulltime on their dissertations at the beginning of or very early in their fourth year, but they are urged also to settle on a topic, consult with a thesis director, and do preliminary work before the end of their third year, even if an examination remains to be passed.

Course Offerings

ELECTIVE COURSES OPEN TO BOTH GRADUATES AND UNDERGRADUATES

En 601 Arthurian Legend (S; 3)

An examination of the story of Arthur as found in the early remains (Nennius, *The Annals of Wales*), Welsh tales (*Mabinogion*), the chronicles (Geoffrey, Wace, Layamon), the romances (Chretien de Troyes, Wolfram von Eschenbach, Sir Thomas Malory). Charles Regan

En 602-603 19th Century Seminar I (F, S; 3, 3)

A joint seminar, emphasizing (1) the development of autobiography and (2) its context in the decades of nineteenth-century English literature. The seminar is an experiment supported by the Mellon Foundation Fund. E. Dennis Taylor Andrew Von Hendy

En 604 18th and 19th Century Fiction: Trekking the "Big" Novel (F; 3)

A study of six major multi-volume or multi-part novels, each of which tried consciously to "encompass" its whole age and to provide a psychology, a sociology, and a political or moral critique for its times. We will study ideas connected with the "Age of Reason," the "Romantic" and "Victorian" Ages, as well as trace a history of fiction as we read Fielding's *Tom Jones*, Richardson's *Clarissa*, Maturin's *Melmoth the Wanderer*, Dickens's *Bleak House*, Eliot's *Middlemarch* and Trollope's *The Way We Live Now*. Judith Wilt

En 605 Allegory and Mirror (S; 3)

An examination of the two most common literary modes found in some of the more important medieval English and Continental works, and also of the relationship between the English and the Continental literature in these modes, from Boethius to Spenser. Reference will be made to *The Consolation of Philosophy*, *Piers Plowman*, *Everyman*, *Romance of the Rose*, *Troilus and Criseyde*, *Confessio Amantis*, *Divine Comedy*, *Canterbury Tales*, Wolfram's *Parzival*, Chretien's *Erec or Lancelot*, *Sir Gawain and the Green Knight*, *Le Mort D'Arthur* and *The Faerie Queene*, many of which will be read in full.

Raymond Biggar

En 670 Yeats (F; 3)

An intensive study of the poetry of William Butler Yeats. Yeats's drama and prose will be considered. Attention will be paid to the significant details of Yeats' life as they affected his art and to his relationship with both the Irish Literary Renaissance and the English Romantic Tradition. Adele M. Dalsimer

En 671 Post-War British Drama (S; 3)

A study of major British dramatists since World War II: *The Angry Young Men*, *The Kitchen Sink School*, Beckett and Pinter.

Kristin Morrison

GRADUATE COURSES

En 700 Old English (F; 3)

A study of the Old English language through a reading of selected prose and poetic texts—the Alfredian Bede and Orosius, *The Wife's Lament*, *The Seafarer*, *The Wanderer*, *The Battle of Maldon*, *The Dream of the Rood*—with assignments in grammar and vocabulary and readings in significant scholarship, with reports.

Open with permission to undergraduates Charles Regan

En 701 Chaucer: The Canterbury Tales (S; 3)

An examination of the tales with concentration upon several of the more controversial of them, ancillary readings in documents treating medieval life and customs, and a study of selected Chaucerian scholarship. Charles Regan

En 710 Shakespeare (F; 3)

Problems in Shakespearean Scholarship. A review of current approaches to the study of Shakespeare illustrated by discussions of the major critical problems to be encountered in several selected plays including *Richard III*, *Twelfth Night*, *Hamlet*, *King Lear*, *Coriolanus* and *The Tempest*.

P. Albert Duhamel

En 711 16th-17th Century Poetry (F; 3)

A study of the themes and conventions in the poetry of Donne, Herbert, Jonson, Marvell and their contemporaries. Anne Ferry

En 720 Enlightenment and English Literature (S; 3)

Studies in the development of the Neoclassic spirit in eighteenth-century England. The course will concentrate on poetry, satire, literary criticism, and moral and political philosophy, and major figures to be studied include Alexander Pope, Jonathan Swift, Samuel Johnson, and Edmund Burke. There will be a continuing concern with the impact of the European Enlightenment on the literature.

John Mahoney

En 740 Major Victorian Poets (S; 3)

A reading of the principal poems of Tennyson, Browning, Arnold and Hopkins. John McCarthy

En 750 20th Century British Fiction (S; 3)

Close reading of passages and scenes combined with general consideration of different styles of "modernism," different versions of modern experience. Texts will consist of novels by James, Conrad, Ford, Lawrence, Joyce, and Woolf.

Howard Eiland

En 801 Introduction to American Studies (S; 3)

A course designed primarily for candidates for the M.A. degree in American Studies. The purpose of the course is to introduce students to the most important interdisciplinary concepts employed by scholars writing on American culture today.

Cecil Tate

En 810 The Concord Idealists (S; 3)

American philosophical idealism of the nineteenth-century, explored in the works of Emerson, Thoreau, Hawthorne, Ripley, Channing, Fuller, Alcott, and Sanborn. Relevance of transcendentalism to present-day concerns in environmentalism, utopianism, natural mysticism, nonconformity, and protest activism will be considered.

Readings include: Emerson's Essays, First and Second Series; Thoreau's *Walden* and *Cape Cod*; Hawthorne's *Blithedale Romance*, and recommended collateral reading. Lectures, with student intervention. A transcendental journal (12 pages) containing the student's top moments of perception as accruing from term readings. Due toward close of term. There will be a final examination.

John McAleer

En 820 Romanticism in American Literature (F; 3)

American historical and philosophical romanticism, romanticism of sentiment and of the frontier, the matter of the Red Man, and Gothicism, studied in the works of Irving, Cooper, Hawthorne, Poe, Emerson, Thoreau, Melville, Stowe, Dickinson, and Whitman.

John J. McAleer

En 830 Faulkner and James (F; 3)

An intensive study of the major novels of Henry James and William Faulkner. The novels to be read will include *The Portrait of a Lady*, *The Wings of the Dove*, and *The Ambassadors* by James. We will read the key novels of Faulkner's Yoknapatawpha County cycle, among which are *The Sound and the Fury*, *Absalom, Absalom!*, *As I Lay Dying*, and *Light in August*. Strong emphasis will be placed on the aesthetic theory of these two important writers.

Cecil Tate

En 840 Art and Alienation in American Fiction (S; 3)

This course attempts to understand the nature, form, and shaping power of conflicts between writers and their audiences. Particular attention will be given to ways that the ideological dogma and standards of taste of special interest groups, such as the middle class majority and the academy, influence concepts of artistic excellence, the growth and loss of literary reputations, and the experimental options of selected nineteenth and twentieth century novelists. Hawthorne, Melville, Horatio Alger, Harriet Beecher Stowe, James, Twain, Howells, Dreiser, Paul Lawrence Dunbar, Richard Wright, Hemingway, Flannery O'Connor, and Saul Bellow are among the candidates for study.

Henry Blackwell

En 841 Recent Fiction by American Women (S; 3)

Study of resilience in fiction by such writers as Tillie Olsen, Grace Paley, Joan Didion, Joyce Carol Oates, Susan Sonntag, Sylvia Plath, and Toni Morrison, with some attention paid to precedents set by Katherine Anne Porter and Eudora Welty.

Leonard R. Casper

En 842 Plays of O'Neill, Miller, Williams and Albee (F; 3)

An intensive reading of methods and motif, in over a dozen plays by four modern masters.

Leonard R. Casper

En 870 20th Century Poems-English and American (S; 3)

This course will build a sense of the common concerns and directions of earlier 20th-century verse by careful exploration of individual poems and comparisons among groups of poems by a variety of writers. Emphasis will be given to Yeats, Eliot and Frost, but discussions will also include poems by Hardy, Stevens, Williams, Larkin, Lowell and others.

Anne Ferry

En 871 Teaching Literature and Writing (F; 3)

Designed principally for first-year Teaching Fellows in English, this course is intended to help them understand the concept of Core courses and to assist them in the theory and practice of teaching English.

The Department

En 880 Theory and Practice of Composition (S; 3)

Readings in recent works on composition. Titles include: *Errora and Expectations* (Shaughnessy), *The Composing Process of Twelfth Graders* (Emog), *A Theory of Discourse* (Kinneavy), *The Philosophy of Composition* (Hirsch), and *A New Rhetoric* (Perelman).

Paul Doherty

En 881 Literary Criticism: Classic to Romantic (F; 3)

Changing trends in English literary theory and practical criticism from 1660 to 1830. The course will consider the work of six major critics: Dryden, Pope, Johnson, and Wordsworth, Coleridge and Hazlitt—and will discuss some of the literary and philosophical roots of the criticism.

John Mahoney

En 882 Bibliography (F; 3)

A course for first-year graduate students designed to introduce them to the tools of their profession, and to develop their skills in bibliography, scholarship, and criticism.

Limited enrollment

Richard Schrader

En 891 Guided Study: Criticism (F; 3)

By arrangement

The Department

En 892 Guided Study: Criticism (S; 3)

By arrangement

The Department

En 893 Guided Study: Literary History (F; 3)

By arrangement

The Department

En 894 Guided Study: Literary History (S; 3)

By arrangement

The Department

En 900 Doctoral Seminar: Contemporary British and American Poetry (F; 3)

Robert Kern

En 901 Doctoral Seminar: Modern Literary Criticism (S; 3)

This course will attempt to develop and investigate some of the most important and enduring problems of literary criticism through the careful reading of a number of classic and modern critical texts. The problems will include the relation of imitation to expression, the respective roles to be played by reason and emotion, and the moral function (or lack of it) of literature. Among the authors read will be Aristotle, Sidney, Dryden, Johnson, Coleridge, Arnold, Eliot, Leavis, and Edmund Wilson. Classes will be conducted almost entirely in discussion.

William Youngren

En 998 Doctoral Comprehensive (F, S; 0, 0)

Doctoral students who have completed all formal course requirements and who are in the process of preparing for their Oral Comprehensive Examinations should enroll for this course.

By arrangement

En 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Fine Arts

Faculty

Professor Marianne W. Martin, Chairwoman of Department
A.B., Hunter College; A.M., Ph.D., Bryn Mawr College

Professor Josephine von Henneberg, Doctor in Letters, University of Rome

Associate Professor Pamela Berger, A.B., A.M., Cornell University; Ph.D., New York University

Associate Professor John Michalczyk, S.J., A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Associate Professor John Steczynski, B.F.A., Notre Dame University; M.F.A., Yale University

Assistant Professor Kenneth M. Craig, A.B., A.M., Ohio State University; Ph.D., Bryn Mawr College

Assistant Professor Jeffery W. Howe, A.B., Carleton College; Ph.D., Northwestern University

Assistant Professor Ann R. Milstein, B.A., Wellesley College; M.A., Ph.D., Harvard University

Assistant Professor Michael W. Mulhern, B.F.A., University of Dayton; M.F.A., Columbia University

Instructor Toni Dove, B.E.A., Rhode Island School of Design

Visiting Artist Andrew Tavarelli, B.A., Queens College

Program Description

Although the Fine Arts Department does not offer an advanced degree, the courses listed below as well as most of those found in the undergraduate catalog can be taken for graduate credit upon application to the Department. These offerings may provide enrichment for the various interdisciplinary and special programs offered by the College.

Course Offerings

Art History

Fa 311 (Cl 311) Greek Sculpture and Painting (F; 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of man. Drawing on mythological tradition for its subjects and exhibiting an ever changing and evolving style, Greek art embodies the highest artistic ideals of the Western world. This course will present major aspects of Greek art from the Archaic to the Hellenistic periods with special emphasis on art in Athens in the age of Pericles.

Offered 1982-1983

Kenneth Craig

Fa 312 (Cl 312) Art of the Roman Empire (S; 3)

The art of the Roman world will be studied from Julius Caesar to Diocletian, 40 BC to 300 AD. The rise of the Empire on which modern western civilization is based will be explored from its foundations in ancient Italy, through the later Greek world to the end of paganism and the precursors of the Middle Ages. Painting, sculpture, and architecture are considered against historical events in the Mediterranean world with special reference to works of art in Boston museums.

Offered 1982-83

Cornelius Vermeule

Fa 314 (Cl 314) The Art and Archaeology of Ancient Egypt (S; 3)

A study of the sculpture, architecture and painting of ancient Egypt from predynastic times to the Ptolemaic period. This history of Egyptian art will include careful attention to the broader archaeological context of the material with frequent reference to the historical connections between Egypt, Mesopotamia and the Aegean.

Kenneth Craig

Fa 332 The Age of Leonardo, Michelangelo and Raphael (S; 3)

The "High Renaissance" lasted only a short while, but it produced artists of such unqualified excellence that the age became known through history as one of the high points of western civilization. The

lives and works of these men will be examined in detail, with the socio-historical conditions that made their development possible.

Fa 333 Venetian Painting (F; 3)

Giorgione, Titian, Tintoretto, and Tiepolo are some of the most celebrated members of an unbroken painterly tradition that extends from the mid-fifteenth to the early nineteenth century and beyond. The course focuses on the achievements of these masters.

Fa 341 Dürer and His Contemporaries (S; 3)

Sixteenth century art in Germany and the Netherlands. The rich and sometimes puzzling imagery of the period will be studied against a background of complex artistic and historical influences in Northern Europe. The course will concentrate on leading masters of the era including Dürer, Cranach, Jerome Bosch, and Pieter Bruegel the Elder.

Offered 1982-83 Kenneth Craig

Fa 342 Age of Rembrandt (S; 3)

The golden age of Baroque painting in Holland will be studied against the historical background of changing patterns in religious thought, political alliances and patronage throughout Europe. Focus will be on Hals, Rembrandt and Vermeer as well as on the development of genre and landscape.

Kenneth Craig

Fa 343 Art of the Eighteenth Century (F; 3)

The course examines selected topics such as the spread of Rococo art throughout Europe, the transformation of French classicism, the origins of the Sublime, as well as the development of English naturalism.

Fa 344 From Bernini to Wren: Architecture of the Baroque (S; 3)

Soaring domes, undulating facades, and magnificent vistas are just a few of the characteristics that make seventeenth-century architecture one of the most delightful and rewarding studies in the history of western art. Rome was the cradle of this distinctive architectural style as artists like Bernini and Borromini changed the face of that city. But the Baroque style in architecture spread rapidly and it became the symbol of the wealth and power of nations. This survey—from Bernini in Rome to Christopher Wren in post-conflagration London—will present the great architectural monuments of the age as well as the artistic personalities who were responsible for their creation.

Kenneth Craig

Fa 345 The Art of the Counter-Reformation (S; 3)

The impact of the Counter-Reformation on the visual arts in Italy and northern Europe. Focus on the ideas and events that changed the subjects and the styles of painting, sculpture and architecture from the mid-sixteenth century to the seventeenth century: John Calvin and Protestant iconoclasm; the canons and decrees of the Council of Trent; the foundation of the Jesuit order and its subsequent impact on patronage. Special attention to the work of the masters whose styles simmered in the crucible of change such as Rubens in Antwerp and Caravaggio and the Carracci in Italy.

Offered 1982-83

Kenneth Craig

Fa 353 The Romantic Era (F; 3)

The course begins with a consideration of anti-Rococo developments in terms of Neoclassical reform and new moralizing tendencies. Special attention is given to Goya and to David and to the 'Romantic' aspects of Neoclassicism as seen in Canova and Ingres. The diverse phenomena of Romanticism are studied in the art of England, Germany, and France, with attempts to distinguish national characteristics in masters like Blake, Friedrich, and Delacroix. The development of 'Romantic' landscape painting from its eighteenth-century origins through such artists as Constable, Turner, and Corot is also stressed.

Jeffery Howe

Fa 355 From Gauguin to Dali: Late 19th and Early 20th Century Art

From an examination of the diverse reactions to Impressionism in the 1880's the course proceeds to a discussion of art nouveau, sculptural trends around 1900, to the rise of Expressionism in France and Germany. The creation of Cubism, Italian Futurism, the evolution of abstract art are traced, and, finally, the anti-rational currents from Dada to Surrealism are analyzed.

Fa 356 Art Since 1945 (S; 3)

A study of the history of painting and sculpture from 1945 to the

present. Emphasis will be placed on the origins and development of Abstract Expressionism, Pop Art, and Color Field Painting. Some attention will also be paid to the persistence of the Surrealist tradition.

Fa 357 Modern Sculpture in Europe (F; 3)

The history of sculpture 1830-1980, with concentration on the period 1880-1940. Artists to be studied include: Rude, Carpeaux, Rodin, Matisse, Brancusi, Duchamp, Lipchitz and Moore. The course will analyze and attempt to account for the radical shifts in form, content and technique during this era of discovery and innovation.

Jeffery Howe

Fa 358 Picasso, Stein and Company (S; 3)

Pablo Picasso and Gertrude Stein as foci of an examination of the arts in Paris, circa 1900 to 1920. Other important figures to be studied include the painters Matisse, Braque, Léger, Delaunay and Duchamp; the poet and critic Apollinaire; the composers Debussy, Satie and Stravinsky; and the impresario Diaghilev and the dancer Nijinsky of the Ballets Russes. Lectures and extensive discussion. Difficulty is one of the hallmarks of modern art generally. This course seeks to develop skills in the analysis, interpretation and evaluation of difficult works in the several arts, e.g., Picasso's Demoiselles d'Avignon, Stein's Tender Buttons and Stravinsky's Le Sacre du Printemps. Previous work in art history is recommended.

Offered 1982-83

Fa 381 The Propaganda Film: From the Aesthetic to the Manipulative (S; 3)

The film as a celluloid weapon created to move, incite or educate has been utilized socially and politically for more than half a century. This course will differentiate between aesthetic and propagandistic elements in the film by examining a cross-section of films on the international scene—Potemkin, Triumph of the Will, Hearts and Minds, Why We Fight, The Spanish Earth, etc.

John J. Michalczyk, S.J.

Fa 391 Museum Studies (F; 3)

An introductory survey of the history, theory and social functions of museums and aspects of museum works, such as acquisition, conservation, exhibition and cataloguing. Class time will be devoted largely to visits to local institutions for talks with their staffs and first-hand study of their operations. The major class project will be the organization and installation of an exhibition in the Boston College Gallery. Previous work in art history is recommended.

Fa 401 Seminar in Art Historical Research (F; 3)

The seminar aims to acquaint the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it orally to the class. Kenneth Craig

Fa 402 Connoisseurship and Art Criticism (S; 3)

A course dealing with practical and theoretical aspects of the critical evaluation of works of art. Various significant critical approaches and actual works of art will be examined.

Fa 403-404 Independent Work (F, S; 3, 3)

This course may be offered from time to time to allow students to study a particular topic which is not included in the courses that are offered.

Fa 408 On Quality in Art (S; 3)

The course explores attempts from Vasari to Gombrich at formalizing critical judgments of artistic works in order to investigate the possibility of objective judgment. Works of art will be discussed in conjunction with the writings of Winckelmann, Baudelaire, Burckhardt, Berenson, Roger Fry, Apollinaire, Breton, Panofsky, and others.

Offered 1982-83

Marianne W. Martin

Fa 482 Seminar in Manuscript Illumination from Late Antiquity through the Gothic Period (S; 3)

This seminar designed to acquaint the student with the richly decorated manuscripts of the Middle Ages. Particular emphasis will be placed on the Irish and Hiberno-Saxon illuminative tradition. The student will be guided in the preparation of a small research paper dealing with some aspect of medieval manuscript illustration. A course in Medieval or Irish Art or Medieval manuscript illustration.

A course in Medieval or Irish Art or Medieval History is strongly recommended.

Pamela Berger

Fa 452 Symbolism and Art Nouveau (S; 3)

An exploration of parallels between the visual arts and literature of late 19th century Europe. The course will involve study of some of the more intriguing artists of the period, such as Gustave Moreau, Gauguin, Redon, Fernand Khnopff, Edvard Munch and Gustav Klimt. Corresponding themes in Symbolist literature will be examined to enlarge the context of the inquiry. Readings will include works by Baudelaire, Mallarmé, Maeterlinck, J. K. Huysmans and Oscar Wilde. As Symbolism was truly a multidisciplinary movement, the sculpture of Rodin and Art Nouveau architecture and decorative arts will also be analyzed.

Jeffery Howe

Fa 482 Film Criticism (S; 3)

James Agree, Andre Bazin, Pauline Kael, Judith Crist, Vincent Canby and Andrew Sarris—each of these critics brings to his or her critique a refined style and individualistic philosophy. Through the examination of a series of films, a careful reading of the above critics, and the use of different styles in written reviews, a more active critical attitude toward the screen experience is created.

John J. Michalczyk, S.J.

A nominal fee is charged for film courses.

Studio Art (including Film and Photography)

Fs 301-302 Drawing II: Figure Drawing (F, S; 3, 3)

Prerequisite: Fs 203-204 or permission of the instructor.

Studies from the model with emphasis on the utilization of line as an indicator of the musculature and forms of the body. Various problems of refinement and spatial consideration: i.e., model in relation to Cubist space, architectural space, etc., will be given special consideration.

Fs 307-308 Drawing III: Advanced Drawing (F, S; 3, 3)

Prerequisite: Fs 301-302 or permission of the instructor.

Problems from a broad range of stimuli and ideas. Pictorial images are developed from the internal needs of the drawing itself rather than from such external considerations as representation or illustration.

John Steczynski

Fs 313-314 Printmaking II (F, S; 3, 3)

Prerequisite: Fs 213-214

Development of expertise in various intaglio methods of printing, particularly color printing, cut plate techniques, collagraphs and multicolor (relief-intaglio) dimensional prints, etc.

While a number of problems will be introduced, students will be able to choose and explore the methods most congenial to their vision and goals.

Michael Mulhern

Fs 322 Watercolor II (S; 3)

Prerequisite: Fs 225 or permission of instructor

This class will be a works on paper class for studio majors. Many contemporary artists consider work on paper (drawing, watercolor etc.) to be a medium for major work rather than merely as a sketch or preparatory medium. This class will concentrate on developing students' own work on paper in a variety of materials ranging from watercolor to mixed media.

Toni Dove

Fs 323-324 Painting II (F, S; 3, 3)

Prerequisite: Fs 223-224 or permission of the instructor

This course is designed for more advanced students who are familiar with the fundamentals of painting and wish to broaden and strengthen this foundation. The format of the course is similar to Painting I but differs in the sophistication and complexity of the painting issues covered. Students are encouraged to begin to work toward more personal means of painting.

Andrew Tavarelli

Fs 334 Elements of Architecture II: The City as Context (S; 3)

Prerequisite: Fs 233; or permission of the instructor.

This Studio/Seminar is a continuation of Elements of Architecture I with emphasis placed on the issue of Community and Context. Various historical examples of Cities will be analyzed, discussed and demonstrated visually. The student will be expected to report on at least one example as well as produce a final project which will display his or her understanding of the concept of city.

Jeremiah Eck

Fs 341-342 Ceramics II (F, S; 3, 3)

Prerequisite: Fs 241-242 or permission of the instructor.

An investigation approach to the use of clay and glaze with demonstrations; practice of all working processes in slab forming, modelling, throwing and firing techniques, surface treatment, glaze calculation; as well as frequent seminars and slide lectures dealing with esthetic concerns. The aim is to expand the scope of the ceramic experience and to develop the individual interest in the medium to its fullest capacity.

Mark Cooper

Fs 343-344 Ceramics: Wheethrowing (F, S; 3, 3)

Prerequisite: Fs 241-242 or permission of the instructor.

Fundamentals of throwing on the potter's wheel. Emphasis is placed on the development of throwing skills and the "vessel as a metaphor". During the second semester specific projects are given which assist the student in developing throwing skills at an advanced level. Emphasis is placed on design, surface, and concept. Seminars, lectures, slides, films, and field trips cover the possibilities of the ceramic medium.

Mark Cooper

Fs 351-352 Sculpture II (F, S; 3, 3)

Prerequisite: Fs 251-252 or permission of the instructor

This course is designed for the more advanced student who is familiar with the basic elements of sculpture. Although the format will be similar to Sculpture I, specific problems such as environments, serial sculpture, and minimal structures will be introduced to encourage the student to achieve a more individual expression.

Michael Mulhern

Fs 363 Advanced Photography (S; 3)

Prerequisite: Fs 261-262 or permission of the instructor

This course is designed for those with a strong commitment to still photography as a creative discipline. Students should be prepared to work intensively in an area of their own choosing, with the class acting as a forum for the critique of continuing work.

Charles Meyer

Fs 367 Experimental Photography (F; 3)

Prerequisite: Fs 262 or permission of instructor

This will be a one-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the exploration of an individual direction for the student artist through non-standard application of photographic principles. Topics available for discussion include Sabattier effect, High contrast, hand-applied color, toning, photogram, multiple printing, and reticulation. Significant work outside of class will be expected.

Jim Stone

Fs 385-386 Independent Work (F, S; 3, 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. The final portfolio for the course is evaluated by a group of at least three faculty members.

Fs 485-486 Independent Work (F, S; 3, 3)

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. The final portfolio for the course is evaluated by a group of at least three faculty members.

Fs 499 Advanced Seminar in Studio Art (S; 3)

Prerequisite: For Studio or Art History majors only or permission of the instructor.

The content of the seminar will be determined by the ongoing studio or art historical and critical work of the participants. This course will serve as a forum for the discussion of students' work and ideas. Critiques, lectures, slide presentations, readings, gallery visits, etc., will be utilized in the exploration of contemporary work.

John Steczynski

NOTE: A nominal laboratory fee is charged in most studio courses.

Geology and Geophysics

Faculty

Professor Edward M. Brooks, A.B., Harvard University; M.S., D.Sc., Massachusetts Institute of Technology

Professor James W. Skehan, S.J., Director, Weston Observatory A.B., A.M., Boston College; Ph.D., Harvard University

Associate Professor Emanuel G. Bombolakis, B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

Associate Professor Benno M. Brenninkmeyer, S.J., A.B., Boston College; Ph.D., University of Southern California

Associate Professor George D. Brown, Jr., B.S., Saint Joseph's College; M.S., University of Illinois; Ph.D., Indiana University

Associate Professor J. Christopher Hepburn, Chairman of the Department
A.B., Colgate University; A.M., Ph.D., Harvard University

Associate Professor David C. Roy, B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology

Assistant Professor John F. Devane, S.J., A.B., A.M., Boston College; M.S., Fordham University

Assistant Professor John E. Ebel, A.B., Harvard University; Ph.D., California Institute of Technology

Assistant Professor Rudolph Hon, M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Program Description

Master of Science Program

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: 1) students well-prepared in geology or geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; 2) students well-prepared in mathematics or one or more of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

Applicants should submit, in addition to the normal application forms, transcripts, and letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), their graduate study interests and current post-degree plans. The Verbal, Quantitative, and Advanced test scores of the Graduate Record Exam (appropriate to the undergraduate major) are required.

Requirements

No fixed curriculum is prescribed to the M.S. degree. Instead, course and research programs are developed by the student and an advisory committee that are consistent with the student's background and professional objectives. Masters candidates in either geology or geophysics must have completed the departmental requirements or equivalent for the bachelor's degree in the same field. A minimum of 30 graduate course credits and completion of an approved research thesis are required for graduation. Up to six (6) of the 30 credits required are allowed for the M.S. Thesis. Normally, no more than one Reading and Research Course (Ge 799) should be applied toward the minimum credit requirement. All students are required to maintain a B average in all departmental courses and those undergraduate courses (0-299) in the other sciences and mathematics. A comprehensive oral examination is given each student near the end of the program.

Master of Science in Teaching Program

Application

The Department of Geology and Geophysics offers a program leading to the Master of Science in Teaching degree in co-operation with the

Department of Education. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills and consists of three plans. Plan A and B are commonly for those candidates without prior teaching experience; a 36 credit minimum M.S.T. degree program in which at least 5 courses are in the earth sciences, 5 courses in education and 6 credits are for supervised internship teaching. Plan C is for experienced teachers and is a 30 credit minimum M.S.T. degree program (since the internship is not necessary) of which at least 5 courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as for the M.S. degree program. The application may be submitted either to the Department of Education or the Department of Geology and Geophysics. However, prospective students must be accepted by both the Department of Education and the Department of Geology and Geophysics.

Requirements

The 5 required courses in the earth sciences must be chosen from among the following: 2 courses from Physical Geology or Historical Geology or Field Geology, and 1 course from each of the following groups: A) Mineralogy, Regional Stratigraphy, or Paleontology, B) Meteorology, Oceanography, or Astronomy, C) Introduction to Petrology and Petrography, Structural Geology, Marine Geology, Plate Tectonics/Global Geology, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts; one part is oral in the Earth Sciences, the other part is given by the Department of Education.

Boston University Cooperative Program

The Department operates a cooperative program with the Department of Geology at nearby Boston University. This program permits degree candidates at Boston College to pursue courses which are unavailable at Boston College, but available at Boston University. A list of these courses is available in the Departmental office.

Weston Observatory

Director: James W. Skehan, S.J., Professor of Geology

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is now part of the Department of Geology and Geophysics of Boston College. The Observatory, located 10 miles from Chestnut Hill, is an interdisciplinary research facility of the Department for graduate education in the geosciences, and a center for research in the fields of energy and environmental sciences. Research by faculty, research associates, and students is directed primarily to seismology, geomagnetism and ancient movements of the Earth's plates. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph network and also operates a forty station regional seismic network which records data on earthquakes in the region as well as distant earthquakes. The Observatory is also the headquarters of the New England Seismotectonic Study, a cooperative effort to determine the distribution and causes of New England seismicity. A geomagnetic research facility established at the Observatory in 1958, is instrumented for absolute magnetic observations, the continuous recording of variations in the components of the earth's magnetic field, and a magnetic field cancelling coil system for experiments requiring reduction of the ambient magnetic field. Regional geologic and plate tectonic modeling studies are chiefly concerned with the origin and evolution of the Northern Appalachian Mountains of the United States and Maritime Canada and their relation to similar rock sequences in Ireland, the British Isles, western Europe and Africa. These studies include research on the coal-bearing strata of Pennsylvanian age (280-310 million years) in the Narragansett Basin in southeastern Massachusetts and Rhode Island and related deposits in Pennsylvania and Europe.

The Catherine B. O'Connor Library at Weston Observatory houses some 17,000 volumes on the geosciences, reference works, and extensive map and chart holdings.

Course Offerings

An asterisk after a course indicates that the course carries a laboratory fee.

Ge 200 Mineralogy* (S; 4)

Introduction to crystallography, structure and crystal chemistry of selected important minerals and the rock-forming silicates. Three lectures and one laboratory per week.

Rudolph Hon

Ge 210 Optical Mineralogy* (S; 4)

Prerequisite: Ge 200 or permission of instructor

Principles of optical crystallography and their application in the identification of minerals, especially silicates, with the polarizing microscope will be treated in the first half of the course. An introduction to Igneous Petrology and Petrography will be covered in the second half of the course. The laboratory will cover the use of the polarizing microscope to identify minerals in oils and in thin section. Three hours of lecture and four hours of laboratory per week.

J. Christopher Hepburn
Rudolph Hon

Ge 225 Field Geology* (F;4)

Prerequisite: Ge 132 and Ge 134 or equivalent

Skill in the systematic study of bedrock exposures is the primary objective of this course. Field problems are designed to give the students a variety of experiences in field identification and investigation of rocks and rock bodies, bedrock mapping, and air photo interpretation. All Saturdays during the first half of the term will be spent in solving field problems. Offered bi-annually, to be given in 1981.

David C. Roy

Ge 264 Stratigraphy and Sedimentation* (S;4)

Prerequisite: Ge 132 and 134 or equivalent

The sedimentary rock strata of the earth's crust will be studied in a systematic manner to develop principles and processes of origin and deposition. Lithostratigraphic and biostratigraphic concepts will be considered along with time, time-rock, and rock classifications to permit correlation of rock units. Selected examples from the past will be examined for these and for paleoecological and paleoenvironmental interpretations.

George D. Brown, Jr.

Ge 285 Structural Geology I: Field Aspects (F;4)

Prerequisite: Ge 132 and 134 or equivalent

This course will consider the geometrical aspects of primary structures, folds, foliations, lineations, joints, faults, and analysis of outcrops in areas of simple and complex structure. Three full day and one weekend field problem will be accomplished and the results reported by each student. One hour recitation section per week will be devoted to problem sets.

Three classes, and one hour recitation per week and field trips.

J.W. Skehan, S.J.

Ge 302 Geochemistry (F;3)

Prerequisite: College Chemistry, Mineralogy, or equivalent.

An introduction to fundamentals of geochemical processes and how they influence distribution of elements in the natural environment. The subjects which will be discussed will include nucleosynthesis, isotope geology, water chemistry and chemical changes during formation of sedimentary, metamorphic and igneous rocks.

Will be offered alternate years. Not offered 1981. Rudolph Hon

Ge 310 Introduction to Petrology-Petrography* (S; 4)

Prerequisite: Ge 210 or equivalent

An introduction to the classification, origin, and genesis of the sedimentary and metamorphic rocks. In the laboratory the student will learn the identification and classification of sedimentary and metamorphic rocks in hand specimen and thin section.

Three hours of lecture and four hours of laboratory per week. Field trips.

J. Christopher Hepburn
David C. Roy

Ge 330 Principles of Paleontology* (S; 4)

An introduction to the study of animal life of the past. Consideration is given to the concept of species, especially the problems of taxonomy of individuals and of populations. Living representatives of the various phyla are compared with fossil forms to offer evidence regarding mode of life, evolutionary development, and ecological environment. Two lectures and one laboratory per week.

George D. Brown, Jr.

60 / Graduate Arts and Sciences

GEOLOGY AND GEOPHYSICS

Ge 340 Seminar in Regional Geology (S; 2 or 4 credits)

Prerequisite: Consent of the instructor

A seminar which studies the regional geology of a specific area of North America or elsewhere. One evening meeting per week. Up to 16 students will be selected from the class to participate in a two-four week field trip to the study area. Four credits are awarded to students who complete both seminar and field trip. Oral and written reports are required.

The Department

ditions will be considered. Two lectures per week.

John F. Devane, S.J.

Ge 505 Micropaleontology* (F; 4)

Prerequisite: Ge 330

An introduction to the study of very small but geologically important taxa of the plant and animal kingdoms. Groups studied will include the Foraminifera, Ostracoda, Conodonts, Bryozoa, and Diatoms. Two lectures and one laboratory per week.

George D. Brown, Jr.

Ge 350 Regional Geology of North America (S; 3)

Prerequisites: Ge 132-134, or equivalent

A systematic investigation of the physiography, stratigraphy, structural geology, petrology, and distribution of the major geological provinces of North America. Two lectures per week. Readings, oral and written reports.

George D. Brown, Jr.

Ge 385 Structural Geology II* (S; 4)

Prerequisite: Structural Geology I or equivalent; Mt 101, Ph 209, or equivalents.

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

E. G. Bombolakis

Ge 391 Introduction to Geophysics (F; 3)

Prerequisites: Ge 132, 134, Mt 200; Ph 211-212

An introduction to the methods of observation and interpretation of geophysical phenomena. Topics include: seismology, gravity and magnetic fields, age determinations, heat flow, and tectonic forces.

John F. Devane, S.J.

Ge 450-451 Exploration Geophysics I and II (F, S; 3, 3)

Prerequisites: Ge 132, Mt 200-201, Ph 211-212

A practical course in geophysical exploration methods; emphasis is on applications to petroleum and mineral exploration and geoengineering work. Part I covers seismic refraction and reflection methods and emphasizes modern techniques and applications. Part II covers gravity, and electrical methods and their theory, instrumentation, data reduction, and interpretation.

The Department

Two 75-minute lectures per week.

Rudolph Hon

Ge 460 Modern Sedimentary Environments (F; 3)

Prerequisites: Ge 132, 134, 200

The course consists of examining the basis for interpreting sedimentary deposits in terms of processes, environments of deposition, succession of strata and sedimentary tectonics. The depositional environments to be studied will include deserts, rivers, lakes, glaciers, coasts (deltas, beaches), and marine (coral reefs, continental shelf and pelagic deposits).

Benno M. Brenninkmeyer, S.J.

Three lectures per week.

Rudolph Hon

Ge 470 Ancient Sedimentary Environments (S; 3)

Prerequisites: Ge 132, 134

Ancient sedimentary deposits will be examined to reconstruct depositional environments using physical, chemical, and paleontological evidences preserved in the rocks. Handspecimen, outcrop, stratigraphic sequence, and other criteria will be used to determine lateral and vertical facies, environmental relationships, sedimentary processes, and tectonics. Though intended primarily to reconstruct the stratigraphic record, the analyses will serve as a basis for the determination of regional geologic settings and to assist in the exploration and exploitation of natural resources.

George D. Brown, Jr.

Two 75-minute lectures per week.

Benno M. Brenninkmeyer, S.J.

Ge 485 Instrumental Techniques in Geology (F; 3)

This course is designed to introduce students to the theory, principles of operation and instrumentation of all common instrumental techniques presently used in geological research. These will include x-ray diffraction, x-ray fluorescence, atomic absorption, absorptiometry, electron microscope techniques, neutron activation, emission spectroscopy and mass spectroscopy. There will be laboratory exercises making use of x-ray diffraction, atomic absorption and neutron activation instrumentation.

Will be offered alternate years.

Offered in 1981

Rudolph Hon

Two 75-minute lectures per week.

Benno M. Brenninkmeyer, S.J.

Ge 500 Potential Field Theory (F; 3)

Prerequisites: Mt 300-301; Ph 211-212

This course will study the vector integral theorems of Gauss, Stokes and Green. In addition, potential methods of solving Laplace, Poisson, diffusion and wave equations under appropriate geophysical con-

Ge 542 Engineering Geology (S; 3)

Prerequisites: Ph 209 and Structural Geology I, or equivalents

Emphasis will be given to analysis of problems frequently encountered in the engineering geology of sediments. The problems will include basic processes affecting the mechanical behavior of sediments, time-dependent ground settlement, slope stability, and landslides.

Two 75-minute lectures per week. To be offered in alternate years, will be given in 1981.

E. G. Bombolakis

Ge 547 Advanced Structural Geology (S; 3)

Prerequisite: Structural Geology I and Ph 209 or equivalent

The emphasis will be on basic problems of structural geology. These problems will be analyzed with reference to regions that are the cur-

rent focus of concentrated research efforts; e.g., California and several other key areas of the Cordillera. The basic problems include faulting mechanisms along the San Andreas system, earthquake prediction, and the development of thrust sheets, detachment faults, and drape folds.

Two 75-minute lectures per week. Offered alternate years beginning 1982.

E. G. Bombolakis

Ge 550 Geostatistics (S; 3)

Prerequisites: Ge 115, 125 or equivalents

Computer Programming Recommended Practical approach to statistical and probabilistic procedures for the acquisition, analysis and interpretation of geologic and ecologic data. Introduction to mathematical models of gaussian and non-normal populations.

Benno M. Brenninkmeyer, S.J.

Ge 560 Physical Oceanography (S; 3)

Prerequisites: Mt 200-201; Ph 211-212

A survey of physical oceanography. The basic laws of fluid mechanics are treated as a background for studies of oceanic processes. The problems of ocean currents are considered, with particular emphasis on the Gulf Stream. Three lectures per week. Edward M. Brooks

Ge 565 Meteorology (S; 3)

Prerequisites: Mt 200-201; Ph 211-212

The application of physical laws of thermal radiation, statistics, and dynamics of the atmosphere. Analysis and forecasting of weather in terms of general circulation on a hemispheric scale. Three lectures per week.

Edward M. Brooks

Ge 572 Geophysical Data Processing (S; 3)

Prerequisite: Ge 391, Computer Programming

The techniques of convolution, correlation and spectral analysis are applied to seismic, magnetic and gravity data, with emphasis on the theory and construction of two-dimensional filters in the interpretation of gravity and aeromagnetic data.

John F. Devane, S.J.

Ge 610 Physical Sedimentation* (F; 4)

Prerequisites: Ge 132, Mt 100-101; Ph 211

A study of the physical dynamics of erosion, transport, and deposition of particulate materials in fluid media. Experimental and empirical data on both channelized and nonchannelized flow systems will be examined. Special attention will be given to sedimentary structures and their hydrodynamic interpretations. Three lectures per week. Laboratory Ge 611 required.

David C. Roy

Ge 611 Physical Sedimentation Laboratory (F; 0)

Ge 640 Rock Mechanics (S; 3)

Prerequisites: Structural Geology II or Engineering Geology

The principles of rock deformation will be emphasized, within recent studies of rock mechanics problems incorporated in the analysis.

Two 75-minute lectures per week. Offered alternate years.

E. G. Bombolakis

Ge 650 Regional Stratigraphy of the Northern Appalachians (F; 3)

This course emphasizes the application of principles of paleontology, stratigraphy and sedimentation to this important mountain system consisting in part of unfossiliferous, metamorphic layered rocks correlated with those bearing fossils. A research project on a region within the Northern Appalachians is required of each student.

David C. Roy

Ge 655 Regional Tectonics of the Northern Appalachians (S; 3)

This course emphasizes the application of principles of structural geology, igneous and metamorphic petrology to this multi-deformed mountain system. A research project is required.

J. W. Skehan, S.J.

Ge 660 Introduction to Seismology (F; 3)

A basic course in seismology, including seismograph calibration, ray theory, body and surface waves, location, magnitude and intensity. Also discussed are seismicity, energy release, mechanisms, and fault-plane solutions.

Two lectures per week.

John E. Ebel

Ge 661 Theoretical Seismology (S; 3)

Prerequisites: Ph 480 or equivalent

An advanced course in seismology. Elasticity and development of the wave equations, reflection and refraction, energy partitioning, inversion of body wave data and dislocation theory of earthquakes.

Two lectures per week.

John E. Ebel

Ge 662 Geomagnetism (F; 3)

Prerequisites: Ge 391, Ge 500

Analysis of the Earth's magnetic field in space and time. Origin of the field; secular variation; magnetic storms; micropulsations; electrical conductivity of the Earth; paleomagnetism and its relationship to theories of global tectonics.

Two lectures per week.

John F. Devane, S.J.

Ge 663 Gravity Fields (F; 3)

Prerequisites: Ph 480 or equivalent

Derivation of theoretical gravity formulas, geoidal heights, anomalous gravity reductions, two- and three-dimensional modelling, and satellite geodesy.

Two lectures per week.

The Department

Ge 672 Physics of the Earth (S; 3)

A broad course covering the solar system, radioactive age dating, the earth's rotation, gravity, seismicity, thermal properties, geomagnetism and tectonics.

Two lectures per week.

The Department

Ge 794 Seminar in Geology (F, S; 3, 3)

The preparation, analysis, and discussion of problems of current interest in geology.

The Department

Ge 795 Seminar in Geophysics (F, S; 3, 3)

The preparation, analysis, and discussion of problems of current interest in geophysics.

The Department

Ge 796 Reading and Research in Oceanography (F, S; 3, 3)

The Department

Ge 797 Reading and Research in Meteorology (F, S; 3, 3)

Ge 798 Reading and Research in Geophysics (F, S; 3, 3)

A study of some problem or area of knowledge in geophysics.

The Department

Ge 799 Reading and Research in Geology (F, S; 3, 3)

A study of some problem or area of knowledge in geology.

The Department

Ge 801 Thesis Seminar (F, S; 3, 3)

A research course under the guidance of a faculty member.

The Department

Ge 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

History

Faculty

Professor Andrew Buni, A.B., A.M., University of New Hampshire; Ph.D., University of Virginia

Professor William M. Daly, A.B., A.M., Boston College; Ph.D., Brown University

Professor John L. Heineman, A.B., University of Notre Dame; Ph.D., Cornell University

Professor Janet W. James, A.B., Smith; A.M., Bryn Mawr; Ph.D., Harvard

Professor Raymond T. McNally, A.B., Fordham University; Ph.D., Free University of Berlin

Professor Samuel J. Miller, B.S., A.M., Ohio State University; Ph.D., Brown University

Professor Thomas H. O'Connor, A.B., A.M., Boston College; Ph.D., Boston University

HISTORY

Professor Silas H. L. Wu, A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Associate Professor Paul Breines, A.B., A.M., Ph.D., University of Wisconsin

Associate Professor Joseph T. Criscenti, A.B., University of Detroit; A.M., Ph.D., Harvard University

Associate Professor Radu R. Florescu, A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University

Associate Professor Mark I. Gelfand, A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Associate Professor R. Alan Lawson, A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Associate Professor Roberta Manning, A.B., Rice College; A.M., Ph.D., Columbia University

Associate Professor Rev. Francis J. Murphy, A.B., Holy Cross; A.M., Ph.D., Catholic University

Professor David A. Northrup, Assistant Chairman of the Department B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Associate Professor Thomas W. Perry, A.B., A.M., Ph.D., Harvard University

Associate Professor Alan Reinerman, B.S., A.M., Xavier University; Ph.D., Loyola University

Associate Professor Alan Rogers, Chairman of the Department A.B., M.A., Ph.D., University of California, Santa Barbara

Associate Professor John H. Rosser, A.B., University of Maryland; A.M., Ph.D., Rutgers University

Associate Professor Paul G. Spagnoli, A.B., College of the Holy Cross; A.M., Ph.D., Harvard University

Associate Professor L. Scott Van Doren, A.B., Oberlin College; A.M., Ph.D., Harvard University

Associate Professor Peter H. Weiler, A.B., Stanford University; A.M., Ph.D., Harvard University

Associate Professor John R. Willis, S.J., A.B., Amherst College; B.D., Hartford Seminary; Ph.D., Yale University

Assistant Professor Benjamin Braude, A.B., A.M., Ph.D., Harvard University

Assistant Professor Ellen G. Friedman, A.B., New York University; Ph.D., City University

Assistant Professor Joseph A. Glavin, S.J., A.B., A.M., Boston College; S.T.B., Weston College

Assistant Professor Thomas J. Grey, S.J., A.B., A.M., Boston College; A.M., Georgetown University; S.T.L., Weston College

Assistant Professor Shirley Jackson, A.B., Southern University; A.M., Purdue University; Ph.D., Bowling Green University

Assistant Professor Sandra R. Joshel, A.B., Skidmore College; A.M., Ph.D., Rutgers University

Assistant Professor Leonard P. Mahoney, S.J., A.B., A.M., Boston College; A.M., Ph.L., S.T.L., Weston College; Ph.D., Georgetown University

Assistant Professor Kevin O'Neill, A.B., Marquette University; A.M., Loyola University; Ph.D., Brown University

Assistant Professor Carol M. Petillo, A.B., Montclair State College; A.M., Ph.D., Rutgers University

Assistant Professor Roy A. Rosenzweig, B.A., Columbia University; Ph.D., Harvard University

History, and American History. The department offers supplementary work in Latin American History, African History, Middle Eastern History, Far Eastern History, and Ancient History.

Programs have been established in American Studies and in Medieval Studies for those who wish to gain a more comprehensive understanding of the literature, culture, economics, politics, and social institutions of these areas.

The department stresses analysis, interpretation, and evaluation of historical subjects, as well as research which prepares the graduate student for service in professional and academic communities. Achievement of these goals is arrived at through a program of lecture courses, colloquia, and seminars. Admission to the graduate program is selective, classes are small, and the ratio between students and professor is ideal for graduate training.

Master of Arts Programs

Requirements: The M.A. degree requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

In addition to the standard M.A. in History the department also offers interdisciplinary M.A. programs in American Studies and in Medieval Studies. An interdisciplinary M.A. in Slavic Studies is administered by the Department of Slavic and Eastern Languages. A Master of Arts in Teaching (M.A.T.) program for secondary school history teachers is administered by the Department of Education.

The Master of Arts in History

This program offers an M.A. with or without a thesis. Abler students, particularly those whose ultimate objective is the Ph.D. degree, are encouraged to write a thesis. The thesis counts as six credits toward the M.A. requirements. Interested students must petition the Graduate Committee of the department for admission to the M.A. program with the thesis. Once permission has been granted, formal work on the thesis begins only after the comprehensive examinations are passed.

All candidates for the M.A. in history are encouraged to pursue an individual course of study. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration. Considering these criteria, students must select and complete 18 hours in a major area and 12 hours in a minor area. Available as major or minor areas are American History, Medieval History, Early Modern European History, Modern European History, (encompassing English, Irish, Continental Europe, East European History and Russian History.) Other minor areas available are Latin American, African, Middle Eastern, Far Eastern, and Ancient History.

Students whose prior academic preparation is sufficiently developed in some respect as to warrant that an exception be made to the above requirements may, with the consent of their advisor, ask the Graduate Committee of the department for permission to substitute a different proportion or variety of courses and areas than those normally required. The opportunity for study in a major or minor area is open to the extent that the department offers sufficient course work in the student's area of interest.

The possibility of study in departments outside of History exists, and with the permission of the Graduate Committee of the department a candidate whose advisor so recommends, may earn as many as six credits in Classics, Economics, English, Political Science, Sociology or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area. They must also write a substantial paper in a graduate course in their minor area. Furthermore, they must pass a foreign language reading examination, either in French, German, or Russian. Another foreign language, when it is directly relevant to the research of the student, may be substituted with permission of the Graduate Committee of the department.

The Master of Arts in American Studies

American Studies is designed to develop an understanding of the American experience by bringing the student to an integrated holistic

Program Description

The M.A. and Ph.D. degrees are offered with concentrations in Medieval History, Early Modern European History, Modern European

confrontation with American culture. The program is extensive in that it allows the student to work in a number of different disciplines and intensive in that the techniques and information which he or she learns from them are focused upon particular problems in American culture.

American Studies at Boston College is an interdepartmental program leading to the Master of Arts degree. Participating in the program are the Departments of History, English, Sociology, Economics and Political Science. The program is administered by a committee composed of representatives from each of the cooperating departments. A two-semester core course required of all the American Studies candidates seeks to bring the broad range of interests of the cooperating departments to bear on American culture in order to show how a good interdisciplinarian would attack themes, problems, and issues, in a chosen field.

Requirements: Candidates for the M.A. in American Studies will concentrate in one of the cooperating departments. In addition to 6 hours for the core course, all students will be expected to earn 12 hours in their field of major concentration, 9 hours in a field or fields related to their major interest, and 3 hours for a research paper for a total of 30 credit hours. The required research paper should demonstrate the student's ability to view some aspect of American culture holistically. The topics will be approved in consultation with the student's advisor and the American Studies committee. (Since students in American Studies whose field of major concentration is History must take a research seminar, the research paper requirement may be met within the confines of the seminar requirement.)

The candidates will take an oral comprehensive examination which will be tailored to reflect their capacity to synthesize diverse areas of knowledge and will focus on the major interest. The examining board should consist of at least one member of the American Studies committee.

An applicant for admission to the American Studies program should submit an application to the department of desired major concentration. Admission of any applicant will be determined both by the major department and the American Studies committee.

Medieval Studies

The Department of History offers opportunity in Medieval Studies for students planning to pursue advanced studies in the medieval field at Boston College or at other institutions. Students interested in this course of study will be expected to take at least nine hours in Medieval History and at least six hours of graduate study in one of the related areas. The attention of History majors is directed at courses in medieval subjects offered by other departments. If the student is doing a thesis it will be written under the direction of a member of the History Department, and will be read by a member of the department in the related field of study. In addition to the language requirements of the department, the candidate will be expected to know Latin. All other requirements for the M.A. degree will remain in effect.

The Doctor of Philosophy in History

Admission into the Ph.D. program in History is attained only after completion of the M.A. degree and through formal acceptance by the Graduate Committee of the History Department. Acceptance into the program is based upon the Committee's judgment of the student's capacity to deal with substantive areas of historical knowledge, as well as the ability to write an original and scholarly dissertation on a significant subject.

While the basic requirements for the Ph.D. degree may be defined, this degree is not granted for routine fulfillment of certain regulations, nor for the successful completion of a specified number of courses. The department is essentially concerned with a student's broad preparation as a historian. Therefore, the subsequent requirements are to be considered minimal, and may be modified by the advisory board as individual circumstances warrant.

1. **Residency Requirement:** The student must pursue two semesters of full-time study during the first year of the doctoral program. Summer work will not fulfill the residency requirement.
2. **Advisory Board:** During the first semester of residency, the doctoral student shall propose to the Graduate Committee an advisory board of three faculty members, which will assist the student in developing a program of study based upon the general principles

and requirements of the department. This board will help the student prepare for the oral comprehensive examination and will serve as part of the student's oral examining board.

3. **Plan of Study:** By the conclusion of the first semester, and after full consultation with the advisory board, the student shall file with the Graduate Committee a plan of study leading to the comprehensive examination. This plan of study will consist of three areas of concentration. One of these areas will be designated as the major area. From within this major area, the student shall choose two fields of study. Because the student will be expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. The student shall then select one field of study from each of two additional areas of concentration. With the approval of the advisory board, the student may offer a discipline related to history as one of the two minor areas. When considered necessary to the student's program, the advisory board may require advanced-level work in a related discipline either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated, and revised by the student and the advisory board whenever necessary. Any change, however, must be filed with the Graduate Committee.

To assure broad preparation as a historian, the student must complete at least one seminar in the major area, and one additional colloquium or seminar in the minor field before taking the comprehensive examination. In addition, some advanced-level work is required in three areas—American History, Modern European History (post-1789), and Pre-Modern European History (Early Modern or Medieval). This is not meant to imply that the student must offer all of these areas on the comprehensive examination, but is rather meant to guarantee a minimum exposure to the wide range of history. The student's advisory board may consider undergraduate major work or M.A. level work as complete or partial fulfillment of this requirement.

4. **Areas and Fields:** The areas and fields a student may choose to study are the following:

Area	Fields
American History	American History to 1789 American History, 1789–1877 American History, 1865 to present American Intellectual History American Social History American Urban History American Racial and Ethnic History American Diplomatic History
Modern European History	Modern Europe, 1789–1914 Modern Europe, 1870–1945 Contemporary Europe Modern European Intellectual History Modern European Social and Economic History Modern European Diplomatic History British History since 1815 German History since 1789 French History since 1789 Irish History since 1789 Italian History since 1789 Eastern Europe since 1789 Russian History
Early Modern European History	Renaissance Europe Reformation and Counter-Reformation Europe Europe in the 17th and 18th Centuries Early Modern Social and Economic History England in the 18th Century Early Modern French History Early Modern Spanish History
Medieval History	Medieval England to 1485 Medieval France Medieval Intellectual History Byzantine History

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Other Areas (Minor only) History of China
Latin American History
African History
Middle Eastern History
Ancient History

Substitution of other areas of study must be approved by the Graduate Committee. Approval will be based upon the availability of appropriate faculty at Boston College, or at the schools involved in the Consortium program—Brandeis University, Boston University, and Tufts University.

5. Language Requirements: Before taking the comprehensive examination, the student must demonstrate a reading knowledge of at least two foreign languages, normally French, German, or Russian. Substitution of another foreign language may be permitted upon recommendation of the student's advisory board and with the approval of the Graduate Committee. In making its decision, the advisory board will consider the relevance of the proposed language to the student's program of study.

Students who select Medieval History as their major area must pass an additional qualifying examination in Latin (and/or Greek for Byzantine History), before taking the comprehensive examination.

In some cases in United States History, but only where its greater utility to the student's major area of study can be demonstrated to the advisory board, another professional skill (e.g. statistics and computer analysis, continuing reading fluency in the first foreign language) may be substituted for the second foreign language. Any such substitution must be approved by the Graduate Committee.

6. The Comprehensive Examination. The student's oral comprehensive examination will normally be conducted by an examining board composed of the student's advisory board and one other faculty member. In any event, the examining board will be composed of four faculty members, two from the student's major area, and one each from the two minor areas.

The comprehensive examination is not restricted to the content of graduate courses, but will be more general in nature. While it is expected that the student will have, by the time of the examination, a thorough grasp of the significant factual information in the three areas of study, the examination itself is more directly concerned with the maturity of the student's comprehension and with the ability to analyze, interpret, and evaluate. The student will also be expected to demonstrate a knowledge of bibliography and an understanding of the broad historiographical problems of the specific fields under consideration and of history in general.

7. The Dissertation: Once the student has successfully passed the oral comprehensive examination, he or she is advanced to the status of Ph.D. Candidate. At this point formal work may begin on a dissertation subject officially approved by the student advisory board and filed with the Graduate Committee. One member of the advisory board will act as dissertation director and will be responsible for supervision of the student's research and preparation of the dissertation.

When the completed dissertation is approved by the director, it will be read and approved by at least two additional members of the graduate faculty who may offer suggestions. The substitution of readers from outside the graduate faculty must be approved by the student's advisory board. Upon recommendation by the readers, the dissertation must be defended in an oral examination before a board consisting of the Chairperson of the History Department, readers of the dissertation (including the dissertation director), and members of the faculty. Once this examination is successfully completed, the Chairperson will notify the Dean of the Graduate School that the Candidate has completed all the requirements for the Ph.D. degree in History.

8. Time Limit: All requirements for the Ph.D. degree in History should be completed within five consecutive years from the commencement of doctoral studies. Extensions of this time limit may be made only with the approval of the Graduate Committee.

China's social, political, and economic institutions and Western impact during the Ch'ing period (1644–1911).
Silas Wu

Hs 302 Twentieth Century China (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Political, social and intellectual development from 1911 to the present.
Not offered 1981–82

Silas Wu

Hs 317 The African Past (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
For most of man's history Africa was a leading center (often the leading center) of social, cultural, economic, and political development. This course begins by using non-written and written evidence to document this ancient leadership, which culminated in the splendor of ancient Egypt and profoundly influenced the Greek and Roman worlds. Next, the maturing of African cultures, economies, and governments and the growing influence of Islam in the medieval centuries are examined. The course concludes with the consequences of direct European-African contact and the slave trade up to the late eighteenth century.

David Northrup

Hs 318 Modern Black Africa (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
Modern Africa south of the Sahara has been formed by the internal and external events of the past two centuries. Starting with the indigenous political and religious revolutions at the beginning of the nineteenth century and the growing European involvement in the suppression of the African slave trade, the course traces the interaction of these internal and external forces through the period of European conquest and colonial rule and into the cultural and political resurgence that produced contemporary independent Africa.

David Northrup

Hs 337 The Late Roman Empire (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
This is the first of a two semester course on the Roman Empire from 284–1453. The first semester covers the following topics: the reforms of Diocletian, the Germanic invasions, the expansion of Islam, the reign of Justinian and Theodora, the rise and function of the holy man, and the theological controversies of the 4th and 5th centuries. One central theme is explored, namely the transformation of the Roman Empire into a Christian state with its capital transferred from Rome to Constantinople.

John Rosser

Hs 338 The Byzantine Empire (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
The "Byzantine Empire" is how many modern scholars refer to the medieval Roman Empire from about 660 to the fall of Constantinople to the Ottoman Turks in 1453. This semester is a continuation of Hs 337 and deals with a Roman Empire shorn of its western provinces and Greek in its language. The central theme of the course is the growing separation of East and West, due in part to the issue of papal primacy and to the invasions of Slavs and Muslims. This set the stage for the tragic confrontation during the Crusades when in 1204 Latin knights conquered Constantinople, an event which so weakened the Roman empire and so poisoned East-West relations as to make the subsequent Turkish expansion relatively easy.

John Rosser

Hs 351–352 Medieval England (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
English society from the Anglo-Saxon migrations to the advent of the Tudors. Particular attention will be given to the emergence of the constitutional and legal practices and ideas which enabled England to produce an increasingly free system of institutions. Political, religious, economic, and artistic developments will be selectively studied both for their relevance to these institutions and for their significance as aspects of Europeanwide medieval culture.

William Daly

Hs 356 France From the Black Death to the Revolution (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.
A survey of French history from the 1340's to 1789 which will concentrate upon: the effects of the "Black Death" and the Hundred Years War; the "Renaissance Monarchy"; the impact of the Italian Wars; the French Renaissance and Reformation; the structures of society; the impact of the civil wars; Bourbon "absolutism"; foreign policy and domestic unrest under the Cardinal Ministers; government and

Course Offerings

Hs 301 Modern China: The Ch'ing Dynasty (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

society under Louis XIV; the French Enlightenment; the coming of the French Revolution.

L. Scott Van Doren

Hs 368 Conflict and Confrontation in Modern Spain. (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will deal with social and political developments in Spain from 1700 to present. It will examine various movements on the right and left, including, but not limited to, liberalism, socialism, anarchism, Carlism, and falangism, as well as phenomena such as regionalism, anti-clericalism and working-class unrest. Particular emphasis will be placed on analysis of the way in which these movements led to confrontation, often of a violent nature, between the advocates and opponents of change.

Ellen Friedman

Hs 381 The Age of Renaissance I (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the transition of Europe out of the "Middle Ages" and into the "Early Modern" era with particular reference to fourteenth and fifteenth century Italy. Special emphasis will be given to: the development of towns and the shaping of an urban civilization; the failure of city republics and the emergence of tyrannies; developing capitalism and the creation of new power systems; the impact of the "Black Death"; changing patterns of family life; the classical revival and "Humanism"; educational reforms and the "Universal Man" ideal; the growing importance of science and technology; the "Renaissance" in fine arts; new concepts of space and time; "Renaissance" philosophies of Man and the Cosmos.

L. Scott Van Doren

Hs 382 The Age of Renaissance II (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of major developments of the late fifteenth and early sixteenth centuries in Italy, France, England, Spain, the Netherlands and Germany. Among topics receiving special attention will be: the impact of the Italian Wars; the "Renaissance" Papacy; religion and politics in Italian republics; "Renaissance" political theory and historical analysis; "Renaissance Monarchy" in Northern Europe; court life and patronage systems; the late "Renaissance" in fine arts; popular culture in "Renaissance" society; The European witch craze; popular piety, "Christian Humanism," and the coming of the Reformation; exploration and the expansion of a European world economy; the "Renaissance" and the creation of modern world.

L. Scott Van Doren

Hs 401 The Reformation

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Religious reform or Revolution in the 16th Century. Luther, Calvin and Trent.

Samuel Miller

Hs 407 Europe in the 17th Century (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of major political trends of the 17th century, with particular reference to Spain, Germany, the Netherlands, and France.

Samuel Miller

Hs 416 Ulster: The Rise and Fall of a Sectarian State (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will explore the historical development of sectarian division in Ulster from the 17th century through the present. Major emphasis will be placed on the divergent cultural developments of the two communities, and the resultant political confrontations of the 19th and 20th centuries. An attempt will be made to place the Ulster situation in a European perspective and to analyze the growth of terrorism in Ireland as a prototype for other forms of violent political action in Europe.

Kevin O'Neill

Hs 417 Politics and Literature in 18th and 19th Century Ireland (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course will examine the relationship between literature and politics in 18th and 19th century Ireland. The major works of Irish literature of this period will be considered in light of their social and political origins, their subsequent effect upon political conceptualization and action, and their place in the development of the Irish Literary tradition.

Kevin O'Neill

Adele Dalsimer

Hs 421-422 Modern England (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Though beginning with a survey of the medieval background, the

course will deal primarily with the period from 1485 to the present. Emphasis on politics and constitutional history, but with attention also to social, and intellectual developments.

Not offered 1981-82

Thomas W. Perry

Hs 441-442 Rise of Modern Germany 1815-Present (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A two-semester survey of the political, cultural, economic, and intellectual factors which formed modern Germany. The first semester will concentrate on the developments from Napoleon's conquests to World War I, and will stress the search for unification. The second semester will begin with the Weimar Republic and continue through the Nazi Dictatorship.

Not offered 1981-82

John L. Heineman

Hs 447 History of Modern Italy 1870 to Present (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This course studies the cultural, social, intellectual, and political developments which shaped the international state from the monarchy through Mussolini's Fascism to the modern republic.

Not offered 1981-82

Alan Reinerman

Hs 448 Eastern Europe in the 20th Century (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the political experience of the small nations of Eastern Europe (Rumania, Poland, Czechoslovakia, Hungary, Bulgaria and Greece) in the light of the conflict of interest among the Great Powers. The first part of the course will cover the creation of these nations and their progressive disintegration in the interwar years. The second will emphasize the formation and apparent disintegration of the Russian satellite system following World War II.

Not offered 1981-82

Radu Florescu

Hs 419 The Politics of Irish Nationalism (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

This one-semester survey will examine the events and the people which produced the creation of an independent Irish Republic and which laid the foundation for the present unrest in the northern part of Ireland.

Kevin O'Neill

Hs 424 History of the British Labor Movement (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the British labor movement from its formation during the Industrial Revolution to its emergence as a major economic and political force in the 20th century. The course will explore both the development of working class institutions (e.g. trade unions) and the changing conditions of working class life.

Peter Weiler

Hs 425 Twentieth Century Britain (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of Great Britain since 1900 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state.

Peter Weiler

Hs 427-428 England, 1660-1800 (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

Political, social and cultural history of England from the Restoration to the end of the 18th century. About equal emphasis on narrative history and on English culture and civilization in this period, including literature, architecture, painting, theater and music. No previous courses in English history are required.

Thomas Perry

Hs 452 History of the Balkans since 1453 (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A survey of the historical growth of the peoples and states of the Balkans from 1453 to modern times. Particular emphasis will be placed upon the evolution of national awareness and the conflicting claims of empire and conquest.

Radu R. Florescu

Hs 453 Russian History up to the Revolution (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

A study of the major cultural and social developments in Russia from the formation of the first Russian state to the Bolshevik Revolution of 1917. Special emphasis will be placed upon recent research concerning select problems in the field of Russian history.

Raymond T. McNally

Hs 454 The Soviet Union from the Revolution to the Present (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. A survey of Soviet history from the Revolution to the present day which will seek to integrate social, political and cultural developments. Special attention will be paid to the changing social basis of the revolutionary movement, factionalism and political conflicts within the Communist Party, the Third "Stalin" Revolution, the problems of industrialization and urbanization, the Great Purges, the Soviet Union's changing role in world affairs, the impact of foreign policy on domestic developments, the role of the media and prospects for the future.

To convey the rapidly changing character of Soviet society, the lectures will be illustrated with slides and a program of Soviet feature films related to the topics under study will be shown on class time.

Roberta Manning

Hs 461 Europe between Reaction and Revolution, 1814-1871 (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. Surveys the development of Europe during the age when the forces released by the French Revolution were transforming European society. Particular emphasis will be placed on: 1) the struggle between liberal and conservative forces and the resulting alternation between periods of reaction and revolution; 2) the efforts to establish a stable international order that would ensure peace; and 3) the intellectual, cultural, and religious transformation of European society.

Alan Reinerman

Hs 465-466 Modern European Diplomatic History (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. This two-semester course examines the international relations between the major European Powers from the establishment of the Concert of Europe in 1814 to the adoption of the diplomatic policy of detente in the Cold War. Special emphasis is given to the development of international law through treaties.

Leonard Mahoney, S.J.

Hs 469 Intellectual History of Modern Europe (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. This one semester course examines the cultural crises and transformations in western Europe from the close of the 19th century to the present day. Three broad focal points will be pursued: 1) the social sources of cultural change—urbanization; new technologies; emergence of mass culture and mass movements; war and revolution; 2) the changing situations of intellectuals; and 3) the philosophical, aesthetic, and social theories that emerged from these experiences. Regarding the ideas themselves, emphasis will be placed on the range of assaults on 19th century currents and values—liberalism, rationalism, realism, individualism—and the range of efforts to constitute new values and orientations. Lectures will be balanced by intensive discussions. The assigned readings are demanding and rewarding.

Paul Breines

Hs 471-472 European Social and Economic History: 1750 to the Present (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. The fall term will trace the transformation of Western Europe from a rural, agrarian society dominated by the aristocracy, to an increasingly urban, industrial society dominated by the middle class. Topics covered will include: the Industrial Revolution in Britain and on the Continent; population growth and urbanization; the emergence of capitalism; and popular social unrest. The spring term will follow the social and economic evolution of Western Europe since the mid-nineteenth century. Topics covered will include: the Second Industrial Revolution and the rise of big business; the emergence of mature industrial societies, socialism, the labor movement and the rise of the working class; imperialism and the emergence of the welfare state. The social consequence of economic change will be stressed throughout.

Paul G. Spagnoli

Hs 491-492 Europe in the Twentieth Century (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. This survey course will examine the major political, economic, cultural and social developments of Europe in the 20th Century. The first semester will explore the impact of World War I, the rise of Bolshevism, the illusory reconstruction and agony of the inter-war

years, the origins and impetus of totalitarian alternatives and the plunge into World War II. The second semester will begin with the destruction of World War II which swept down the foundations of old Europe, but created the conditions for a new, united Europe. However, by 1945, Europe became caught up in East-West divisions, as world leadership had passed to the U.S. and U.S.S.R. The countries of Europe then confronted the problems of redefining their relationships with their pasts, their former colonies and each other. The course will conclude with a study of the successes and failures of European integration.

John L. Heinemen
Rev. Francis Murphy

Hs 502 American Revolution (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. An examination of the political, economic, and social conditions existing in the colonies prior to the revolution, and the British approach to the problems of the Empire. The course will also examine the economic and social effects of the war and of the forces which helped shape the American union.

Alan Rogers

Hs 505-506 Westward Movement (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. The conquest of the American land mass and the influence of geography on the development of American society.

Joseph T. Criscenti

Hs 518 Introduction to Public History (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098 and Hs 181-182.

A course of study based on internship experiences in public and private institutions in Greater Boston, such as the John F. Kennedy Library and the Massachusetts Association of Women Lawyers, to utilize historical skills and training in non-academic settings. The causes of the growth of non-academic or "Public" history in late twentieth century America will be explored, and the variety of Public History careers will be examined with the help of people who are presently non-academic historians.

Open to upper level undergraduates and graduate students with the approval of the instructors.

Alan Rogers

Hs 542 American Social and Cultural History (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. Social change in America from colonial times to 1860 and from 1860 to the present. The course begins with the adaptation of Indian cultures to the invasion of European settlers. Major topics are: social forces in economic change, immigration and migration, the interaction of ethnic and religious groups, social mobility, movements for social reform, and changing patterns of family life.

Janet W. James

Hs 545-546 American Ideas and Institutions (F; S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. A history of thought as it has developed within the framework of American society. The course will compare ideas of several distinct kinds: those which have expressed the prevailing ways of each period; those which have offered alternatives; and those which have sought artistically to mirror dreams and realities.

R. Alan Lawson

Hs 547 Literature and Social Thought in America (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. This course is concerned with the role of the intellectual in America during the first half of the 20th century. In part, it will consider whether creative writers and social critics have had much formative influence on events, or whether they have been mainly reflectors and protesters. We will discuss several key groupings of intellectuals: among others, the "Naturalists" (William James, John Dewey, George Santayana); the "Awakeners" (Randolph Bourne, Lewis Mumford, Van Wyck Brooks); the "Expatriates" (Malcolm Cowley, Harold Stearns); and Depression-era leftists (Sidney Hook, Max Eastman, and Edmund Wilson). We will focus on the ways these writers' responses to social issues formed coherent patterns of thought and action.

Christopher Wilson
Alan Lawson

Hs 551-552 History of American Foreign Policy 1776 to the Present (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098. U.S. foreign policy has been the result of domestic influences as well as a response to international realities. In both semesters, this course

will focus on the ways home grown interests helped to shape U.S. diplomacy as the nation moved from isolation and dependency in the eighteenth and nineteenth centuries to world power and dominance in the twentieth.

Carol Petillo

Hs 564 A History of Race Relations in America (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An analysis of the historical background of current racial theory and race relations, including black-white relations in the South, in the urban North and in Latin America.

Shirley Jackson

Hs 565-566 Urbanization of America (F, S; 3, 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

An analysis of the processes of urban growth and development including the social, political and economic impact of urbanization on the people who lived in cities.

Roy Rosenzweig

Hs 591 Colonial Period in Latin America (F; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The course will begin with an anthropological study of Indian cultures in the New World on the eve of discovery and the adjustment of the Indian to the white man, the white man to the Indian, and then shift to an examination of Spanish and Portuguese political, economic, and religious institutions transferred to the New World, their fate here, and their impact on the formation of a Latin American civilization. Some reading will be done in famous contemporary accounts, but the emphasis will be placed on relatively recent scholarly monographs. A knowledge of Spanish or Portuguese is desirable, but not required.

Joseph T. Criscenti

Hs 592 Argentina, Brazil, and Chile (S; 3)

Prerequisites: Any two semesters of Hs 001 through Hs 098.

The emergence of Argentina, Brazil, and Chile as great powers in South America. The lectures will stress political and economic developments, and will seek to develop in the student an appreciation for Latin American culture. Numerous illustrations will be based on contemporary developments in Latin America. Some attention will also be given to new and old interpretations, either Latin American or American. Social and intellectual history will be touched upon in the readings. A knowledge of Spanish or Portuguese is desirable, but not required.

Joseph T. Criscenti

Courses Hs 604 through Hs 681 are undergraduate seminars normally restricted to juniors and seniors. If space is available and the instructor gives permission, beginning graduate students may enroll. These courses will not fulfill the graduate seminar requirement.

Hs 614 Russian Intellectual History (S; 3)

Raymond McNally

Hs 615 Problems in Soviet History (F; 3)

Roberta Manning

Hs 626 The Latin American Women and the Family (S; 3)

Joseph T. Criscenti

Hs 627 Travelers and Spies in the Middle East: Lawrence of Arabia and his Colleagues (F; 3)

Benjamin Braude

Hs 635 Modern America: The Foreign and Domestic Perspectives (F; 3)

Carol Petillo
Mark Gelfand

Hs 638 The Old World and the New: European Discovery and Expansion (S; 3)

Ellen Friedman

Hs 672 Intellectual Exchanges Between Europe and the U.S. Since World War II (S; 3)

Paul Breines
John Heineman
Alan Lawson

Hs 691-692 Honors Project (F, S; 3, 3)

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member, to the Department Chairperson no later than May 1st. All proposals for honors projects must be approved by the departmental honors committee. The Department

Hs 694 Honors Thesis (S; 3)

Students who have the approval of the department to enroll in a

special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project (Hs 691-692).

The Department

Hs 695-696 Scholar of the College Project (F, S; 6, 3)

Proposals for possible designation as scholar's projects should be submitted to the Chairperson early in the spring. Details of dates and required materials are available either from the Chairperson's office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chairperson and the departmental honors committee.

The Department

Hs 698 Scholar of the College Thesis (S; 3)

Students who are enrolled in an approved Scholar of the College Project (Hs 695-696) will carry this course as the credit vehicle for the final thesis submitted to the department in completion of that project. This course is open only to students who have been designated as candidates for the title of Scholar of the College.

The Department

Hs 799 Readings and Research: Independent Study

Prerequisites: Permission of Professor and Chairperson.

Graduate students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the chairperson. Lists of faculty members available for such courses can be obtained from the department at the start of every semester.

The Graduate Faculty

Hs 801 Thesis Seminar (F, S; 3, 3)

A research course under the guidance of a faculty member.

Hs 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

Colloquia

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. Information concerning which topics will be discussed in the colloquium each semester is available from the professor. All graduate students are urged to take at least one colloquium each semester.

Hs 804 Colloquium: Marxist Historiography (S; 3)

Paul Breines
Peter Weiler

Hs 811 Colloquium: Modern Chinese History (F; 3)

Silas Wu

Hs 833 Colloquium: Select Topics 19th Century Europe (F; 3)

Alan Reinerman

Hs 855 Colloquium: United States to 1860 (F; 3)

Alan Rogers

Hs 865 Colloquium: The Civil War (F; 3)

Thomas O'Connor

Hs 872 Colloquium: U.S. from 1860 to the Present (S; 3)

Mark Gelfand

Hs 897 Graduate Teaching Colloquium on Core Teaching I (F; 3)

Ellen Friedman

Hs 898 Graduate Teaching Colloquium on Core Teaching II (S; 3)

Alan Reinerman

Seminars

Seminars primarily involve original research in a carefully delineated topic. Students must discuss with the professor whether or not they have the necessary background and, where appropriate, the necessary foreign language ability to qualify for admission into the seminar.

Hs 953 Seminar: Computers and Social History (F; 3)

Paul Spagnoli

Hs 970 Seminar: Civil War (S; 3)

Thomas O'Connor

Hs 990 (As 990) Seminar: American Studies (S; 3)**Hs 998 Doctoral Comprehensive (F, S; 0 0)****Hs 999 Doctoral Continuation**

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Mathematics

Faculty

Professor Gerald G. Bilodeau, A.B., University of Maine; A.M., Ph.D., Harvard University

Professor Joseph A. Sullivan, A.B., Boston College; M.S., Massachusetts Institute of Technology; Ph.D., Indiana University

Associate Professor Robert J. Bond, A.B., Boston College; Ph.D., Brown University

Associate Professor Rose Ring Carroll, A.B., Emmanuel College; A.M., Boston College; Ph.D., Brown University

Associate Professor Richard L. Faber, B.S., Massachusetts Institute of Technology; A.M., Ph.D., Brandeis University

Associate Professor Margaret J. Kenney, B.S., M.A. Boston College; Ph.D., Boston University

Associate Professor Charles Landraitis, A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College

Associate Professor Harvey R. Margolis, M.S., Ph.D., University of Chicago

Associate Professor John P. Shanahan, B.S., M.S., University College, Galway; Ph.D., Johns Hopkins University

Associate Professor John H. Smith, A.B., Cornell University; Ph.D., Massachusetts Institute of Technology

Associate Professor Paul R. Thie, Chairman of the Department B.S., Canisius College; Ph.D., University of Notre Dame

Assistant Professor Paul T. Banks, A.B., A.M., Boston College

Assistant Professor Carlos A. Curley, A.B., Boston College; M.S., Ph.D., Northeastern University

Assistant Professor Richard A. Jenson, A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle

Assistant Professor William J. Keane, A.B., Boston College; M.S., Ph.D., University of Notre Dame

Assistant Professor Gerard E. Keough, A.B., Boston College; Ph.D., Indiana University

Assistant Professor Joseph F. Krebs, A.B., A.M., Boston College

Assistant Professor Archille J. Laferriere, A.B., A.M., Boston College

Assistant Professor Robert J. LeBlanc, A.B., A.M., Boston College

Assistant Professor Jean-Michel Pomareda, Diploma of Eng., Ecole des Mines de Paris; M.Phil., Ph.D., Yale University

Assistant Professor Nancy E. Rallis, A.B., Vassar College; M.A., Ph.D., Indiana University

Assistant Professor Stephen J. Ricci, B.S., University of Notre Dame; A.M., Ph.D., University of Michigan

Program Description

Master of Arts Program

The Department of Mathematics offers a flexible MA program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses, described below, students may select courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program, or before seeking employment in government, industry or education.

In particular, in pure mathematics, courses in topology, analysis and algebra are offered. In applied areas, courses to meet specific needs are provided. For a student interested in a career in actuarial mathematics the Department offers courses in probability and statistics, numerical analysis and mathematical programming (operations research). For students interested in an initial exposure to computer science, the Department offers a four semester sequence in computer programming and computer science along with a mathematical logic course. For students interested in a teaching career at the secondary level, there are available courses in geometry, number theory, computer programming and probability.

The course requirements for the degree are 30 credit hours of courses in the Department and participation in a non-credit seminar (Mt 902-903). Under special circumstances, and with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 24 credit hours of courses and a thesis (6 credit hours).

All students are required to take (or have the equivalent of) Mt 802-803 (Analysis), Mt 816-817 (Modern Algebra) and either Mt 814-815 (Complex Variables), Mt 840-841 (Topology) or Mt 860-861 (Logic and Foundations). All students must pass a written comprehensive examination in analysis and algebra (based on Mt 802-803 and 816-817). Students normally take this examination at the beginning of the second semester of their second year.

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: Mt 414, 426-427, 430, 435-436, 445, 451, 461, 462-463. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside of the Department.

Each graduate student should consult with the Graduate Committee Chairperson to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

Master of Science in Teaching Program

The Department offers a program leading to the degree of Master of Science in Teaching (M.S.T.) in cooperation with the Department of Education. This program is designed either for experienced teachers or for prospective teachers and consists of three plans. Plan A and B are usually for students without prior teaching experience and require 36 credits; 21 from the Department of Education and 15 from Mathematics; while plan C is for experienced teachers and requires 15 credits from each of these departments. More details about these plans can be found under the secondary education section of the Department of Education.

In all of these plans, Mt 802-803 (Analysis), or the equivalent, is a requirement. M.S.T. candidates must pass an oral comprehensive examination and submit a brief expository paper in mathematics.

A number of undergraduate courses are particularly well suited for this program. These include Mt 451 (Geometry), Mt 430 (Number Theory), Mt 426-427 (Probability and Statistics), as well as a course in Computer Science (Mt 460). Students should consult with the chairperson for further information.

Course Offerings

Mt 100-101 Calculus I, II (F, S; 3-F, S; 3)

This course is primarily for students majoring in a natural science or economics and those in the premedical program. It is a course in

the calculus of functions of one variable. Topics covered include limits, derivatives, integrals, transcendental functions, techniques of integration, and applications.

Mt 110 Calculus/Accelerated (F; 3)

This course is an accelerated version of Calculus I and II, Mt 100–101, and is designed for students who have had the equivalent of a one year course in calculus in secondary school. Topics include those listed for Calculus I and II and will be treated in one semester.

Mt 200–201 Intermediate Calculus I, II (F, S; 3-F, S; 3)

Prerequisite: Mt 100-101 or Mt 110

This course sequence is a continuation of Mt 100–101. Topics include vectors and analytic geometry of three dimensions, partial differentiation and multiple integration with applications, and an introduction to differential equations.

Mt 216–217 Introduction to Linear Algebra I, II (F, S; 3, 3)

This course is designed to develop the student's ability to do abstract mathematics as well as learn the basic notions of linear algebra. Topics covered include systems of linear equations, vector spaces, linear transformations, matrices, determinants, eigenvalues and inner product spaces. There will be applications to Markov chains and differential equations as time permits.

Mt 300–301 Advanced Calculus (Science Majors) I, II (F, S; 3, 3)

Prerequisite: Mt 201

This course sequence is designed for majors in Biology, Chemistry, Geology, and Physics. Topics include: sequences and series, power series solutions of differential equations, special functions, elementary partial differential equations, Fourier series. Applications are emphasized and other topics are added as time permits.

Mt 414 Numerical Analysis (S; 3)

Prerequisite: Topics include the solution of linear and non-linear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.

Mt 426 Probability (F; 3)

Prerequisite: Mt 203

A general introduction to modern probability theory. Topics studied include probability spaces, distributions of functions of random variables, weak law of large numbers, central limit theorems and conditional distributions.

Mt 427 Mathematical Statistics (S; 3)

Prerequisite: Mt 426

Topics studied include: sampling distributions, introduction to decision theory, parametric point and interval estimation, hypothesis testing and introduction to Bayesian statistics.

Mt 430 Introduction to Number Theory (S; 3)

Prerequisite: Mt 216–217

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and also to provide examples useful in the secondary school curriculum.

Mt 435-436 Mathematical Programming I, II (F, S; 3, 3)

By providing an introduction to the theory, techniques, and applications of mathematical programming, this course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual

simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution.

Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

Mt 445 Applied Combinatorics (S; 3)

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems but most of the problems in the course are from recreational mathematics.

Mt 451 Topics in Geometry (F; 3)

Prerequisite: Multivariable Calculus or permission of the instructor A survey of several topics in modern geometry. The course treats the development of geometry as a connected sequence of evolution and emphasizes how geometric thought both influenced and was influenced by man's conception of the physical universe.

Topics will be selected from among the following: history and foundations of Euclidean geometry, the axiomatic method, the discovery and significance of non-Euclidean geometry, models, geometry and physical space, the differential geometry of surfaces and the concept of curvature, special relativity (the geometry of flat spacetime), general relativity (the geometry of curved spacetime), and the geometric structure of the universe.

Mt 460 Introduction to Structured Programming (F; 3)

Prerequisite: Mt 060–061 or permission of instructor

This course consists of an introduction to computer programming using a high-level, block-structured language. Emphasis will be placed on writing structured computer programs, via algorithm development and refinement. Examples to be programmed will include, but not be limited to, the Calculus, elementary linear algebra, and basic statistics.

Mt 461 Advanced Computer Programming Techniques (S; 3)

Prerequisite: Mt 460 or permission of instructor

This course will give students the opportunity to solve programming problems more substantial than those normally seen at the introductory level. Recursion will be covered. Elementary data structures, such as stacks, queues and lists, will be introduced and their use to write recursive programs directly will be examined. Other combinatorial structures, such as trees and directed graphs, will also be covered. In addition, students will be expected to become familiar with the various means of data entry/retrieval on the B.C. Computing system.

Mt 462 Internal Machine Structure (F; 3)

Prerequisite: Mt 460–461 or permission of instructor

Truly efficient programs may only be written provided that there is a clear understanding of how the computer itself is organized. Toward this end, the course will investigate data representation and program execution at the machine level, and develop subroutines and macros as programming structures. Other topics include assemblers, linking loaders and debuggers.

Mt 463 Algorithms: Design and Analysis (S; 3)

Prerequisite: Mt 461 or Mc 406; and Mt 462 or Mc 452

To be effective, an algorithm must be both correct and make efficient use of system resources. This course will present various approaches to algorithm design, while at the same time developing techniques for evaluating the efficiency of an algorithm and verifying its correctness. Topics to be examined include sorting, searching, parsing, and recursion.

Mt 802–803 Analysis I, II (F, S; 3, 3)

This course is intended to emphasize the basic ideas and results of

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calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction of the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.

Mt 814-815 Theory of Functions of a Complex Variable I, II (F, S; 3, 3)

Differentiation and integration of a function of a complex variable, series expansion, residue theory. Entire and meromorphic functions, multiple-valued functions. Riemann surfaces, conformal mapping problems.

Mt 816-817 Modern Algebra I, II (F, S; 3, 3)

Prerequisite: An introductory course in modern or linear algebra. This course will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions and possibly Galois theory.

Mt 840-841 Topology I, II (F, S; 3, 3)

This course is a first course in topology for both undergraduate and graduate students. Topology is the study of geometric phenomena of a very general sort, and as such, topological notions appear throughout pure and applied mathematics. The first semester is devoted to General or Point-Set Topology with emphasis on those topics of greatest applicability. The subject will be presented in a self-contained and rigorous fashion with stress on the underlying geometric insights. The content of the second semester varies from year to year. In general it will be an introduction to a specialized area of topology; for example algebraic, differential or geometric topology.

Mt 860 Mathematical Logic (F; 3)

The propositional calculus. First order theories. Gödel's completeness theorem. First order arithmetic. Gödel's incompleteness theorem.

Mt 861 Foundations of Mathematics (S; 3)

Prerequisite: An introductory course in mathematical logic or the consent of the Instructor. Topics to be treated in this course will be selected from one or more of the following areas: axiomatic set theory, model theory, recursive function theory.

Mt 899 Reading and Research (F, S; 3, 3)

Mt 900 Thesis Seminar (F, S; 3, 3)

Problems of research and thesis guidance, supplemented by individual conferences.

Mt 901 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

Mt 902-903 Seminar (F, S; 0, 0)

This is a non-credit course which is required for all candidates for the M.A. degree who do not take Mt 900.

Mathematics Institute

Master of Arts (NSF) Program

The Master of Arts (NSF) Degree in mathematics is designed for teachers of mathematics and is pursued primarily by following a sequence of courses offered through National Science Foundation institutes. All candidates for this master's degree must be graduates of an ap-

proved college and have fifteen (15) semester hours of upper division work in mathematics. If a candidate's number of prerequisites falls short of the prescribed fifteen credits, the remaining prerequisites may be earned during the course of graduate study with the approval of the Director of the Mathematics Institute in each instance.

A minimum of thirty (30) graduate semester hours are required for the master's degree. Not more than six semester hours of graduate work completed at other approved institutions may be offered in partial fulfillment of the course requirements with the approval of the Dean of the Graduate School and the Director of the Mathematics Institute. The candidate must pass a written comprehensive examination on his/her course work. No formal thesis is required but a major paper on a topic in mathematics must be submitted and approved by the Director of Mathematics Institute before the degree is awarded.

There is no modern language requirement for the Master of Arts (NSF) Degree in mathematics.

Course Offerings

Mt 782 NSF Motion Geometry (F, S; 0, 3)

This course will develop a modern approach to the treatment of geometry in the elementary grades. It will combine content with recommended laboratory activities. Teacher participants will be expected to experiment with course materials in their classrooms.

Stanley J. Bezuszka, S.J.
Margaret J. Kenney

Mt 790 NSF Seminar (F, S; 3)

This course is intended to create interest and stimulate the student in several areas of mathematics. The main objective here is to assist each student in selecting and developing a topic for his/her major paper.

Stanley J. Bezuszka, S.J.
Margaret J. Kenney

Nursing

Faculty

Professor Laurel A. Eisenhauer, B.S., Boston College; M.S., University of Pennsylvania; Ph.D., Boston College

Professor Marjory Gordon, B.S., Hunter College, CCNY; M.S., Hunter College; Ph.D., Boston College

Associate Professor Mary E. Calnan, B.S., Rivier College; M.Ed., Boston University

Associate Professor Sarah Cimino, B.S., California State College, L.A.; M.S., Boston College

Associate Professor Mary Ellen Doona, B.S., M.S., Boston College; Ed. D., Boston University

Associate Professor Joyce Dwyer, B.S., M.S., Boston College; M.P.H., Harvard University

Associate Professor Nancy Fairchild, B.S., Boston University; M.S., University of Rochester

Associate Professor Nancy J. Gaspard, B.S., Boston University; M.Ed., University of Florida; M.P.H., University of California (L.A.); Dr. P.H., University of California (L.A.),

Associate Professor Patricia B. Harrington, B.S., University of Massachusetts; M.Ed., Boston University

Associate Professor Carol Hartman, B.S., A.M., University of California (L.A.); D.N.Sc., Boston University

Associate Professor L. Marion Heath, B.S., M.S., Boston University

Associate Professor Loretta P. Higgins, B.S., M.S., Boston College

Associate Professor June A Horowitz, B.S., Boston College; M.S., Rutgers University; Ph.D., New York University

Associate Professor Bernadette P. Hungler, B.S., Georgetown University; M.S. Boston College; A.M., Northeastern University

Associate Professor Dorothy A. Jones, B.S.N., Long Island University; M.S.N., Indiana University; Ed.D. (Cand.), Boston University

Associate Professor Amy Joyce, B.S.N., M.S., Boston College

Associate Professor Rosemary Krawczyk, B.S., College of St. Catherine; M.S., Boston College

Associate Professor Ronna Krozy, B.S., M.S., Boston College

Associate Professor Nancy C. McCarthy, B.S., Boston College; M.S., Boston University; Ed.D., Boston University

Associate Professor Jean A. O'Neil, B.S., M.S., Boston College

Associate Professor Louise Rauckhorst, B.S., St. Joseph College; M.S.N., Catholic University; Ed.D., Columbia University

Associate Professor Rachel E. Spector, B.S., M.S., Boston College

Associate Professor Mary Anne Sweeney, B.S., State University of New York at Plattsburgh; M.S., Boston College; Ph.D., Boston College

Associate Professor Miriam-Gayle Wardle, B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Assistant Professor Dolores A. Bower, B.S., University of Rhode Island; M.S., Boston University

Assistant Professor Denise Brett, B.S., Niagara University; M.S., Boston University

Assistant Professor Diane Carser, B.S., M.S., Boston University

Assistant Professor Elizabeth A. Daly, B.S.N., M.S.N., Boston College; D.N.Sc., Boston University

Assistant Professor Katherine S. Detharage, B.S.N., Spalding College; M.S.N., University of Kentucky

Assistant Professor Cynthia Doctoroff, B.S.N., Medical College of Virginia; M.S., Boston University

Assistant Professor Nancy Fazekas, B.S., Ohio State University; M.N., University of Washington

Assistant Professor Teresa T. Fulmer, B.S.N., Skidmore College; M.S., Boston College

Assistant Professor Carol Gavan, B.S., Cornell University; M.S., Boston College

Assistant Professor Lois Haggerty, B.S., Simmons College; M.S., Boston College

Assistant Professor Sandra Hillman, B.S., University of Connecticut; M.S., Boston University; Ph.D. (cand.), Boston College

Assistant Professor Euisook Kim Hong, B.S., M.P.H., Yonsei University; M.S., D.N.Sc. Boston University

Assistant Professor Patricia Kay, B.S.N., M.N., University of Pittsburgh

Assistant Professor Jean P. Kuhn, B.S.N., M.S., Boston University

Assistant Professor Carol Lynn Mandle, B.S., M.S., University of Pennsylvania

Assistant Professor Betty T. Mill, B.S., St. Louis University; M.S., Texas Women's University

Assistant Professor Margaret Murphy, B.S., St. Joseph College; A.M., New York University; Ph.D. (Cand.), Boston College

Assistant Professor Carole Ann O'Brien, B.S., M.S., Boston College

Assistant Professor Joan Pernice, B.S.N., University of Bridgeport; M.S.N., University of Colorado

Assistant Professor Virginia Prout, B.S., M.S., Boston University

Assistant Professor Pauline R. Sampson, B.S., M.Ed., Boston College

Instructor Elizabeth A Bohlin, B.S.N., University of Massachusetts; M.S.N., Boston University

Instructor Meredith Censullo, B.S., Boston University; M.S., Boston University

Instructor Ann Faas Collard, B.S., Salem State College; M.S., Boston College

Instructor Mary A. Haley, B.S., Boston College; M.S.N., Catholic University of America

Instructor Jane Hanron, B.S.N., Vanderbilt University; M.Ed., Northeastern University

Instructor Susan James, B.S.N., Boston College; M.S.N., University of Pennsylvania

Instructor Maureen T. Lynch, B.S., Northeastern University; M.S., Boston College

Instructor James J. McColgan, Jr., B.S., Boston College; M.S., Boston University

Instructor Sandra Mott, B.S., Wheaton College; M.S., Boston College

Instructor Marthea D. Murphy, B.S., Boston College; M.S.N., Boston College

Instructor Sheila A. Packard, B.S., Boston College; M.S.N., Yale University

Instructor Johanne Quinn, B.S., Boston College; M.S., Boston University; Ph.D. (cand.), Boston College

Instructor JoAnne H. Regan, B.S., Boston College; M.S., Boston University

Instructor Helen Reiskin, B.S., Hunter College; M.A., Columbia University; M.A., Boston College; Ph.D., Boston University

Instructor Linda Spink, B.S., Michigan State University; M.S., Boston University

Instructor Eleanor Tabek, B.S.N., Boston College; M.S.N., Catholic University

Instructor Eleanor Venetzian, B.S.N., Boston College; M.S., Boston College

Teaching and Resource Personnel For Graduate Programs

Adjunct Instructor Diane Alvan, B.A, B.S., Boston University; M.S.N., Duke University

Adjunct Instructor Jane E. Barbasz, B.S.N., Cornell University; M.S., Boston University

Adjunct Instructor Kathleen H. Blandford, B.S., St. Xavier College; M.S., Boston University

Adjunct Instructor Karin M. Byrne, B.S., D'Youville College; M.S., Boston College

- Lecturer Barbara Catalano**, B.S., M.S., Boston College
- Adjunct Associate Professor John M. Carper**, B.S., Juniata College; M.D., Jefferson Medical College
- Adjunct Associate Professor Curtis L. Cetrulo**, B.A., Columbia University; M.D., New Jersey College of Medicine
- Adjunct Associate Professor Mary Scahill Challela**, B.S., M.S., D.N.Sc., Boston University
- Adjunct Instructor Diane Chase**, B.S., University of Massachusetts; M.S., Boston University
- Lecturer Thomas Cone**, B.A., M.D., Columbia University
- Adjunct Associate Professor Marie B. Cullinane**, B.S., Boston College; M.S., Catholic University of America
- Adjunct Associate Professor James S. Dalsimer**, A.B., Harvard College; M.D., Yale Medical School
- Lecturer Mary Felicita Day**, D.C., B.J.S., St. Joseph College; M.S.N., Catholic University of America
- Adjunct Instructor Mary Patricia Degagne**, B.S., Georgetown University; M.J.S., Boston University
- Adjunct Instructor Robert A. Driscoll**, A.B., College of the Holy Cross; M.D., Tufts Medical School
- Adjunct Instructor Carol Garant**, B.S.N., University of Pennsylvania; M.S.N., Yale University
- Lecturer Joan Gosselin**, B.S., Boston College; M.A., New York University
- Adjunct Instructor Linda Gudas**, B.S., M.S., Boston University
- Adjunct Instructor Janelle N. Heineke**, B.S., Marquette University; M.S., Boston College
- Adjunct Instructor Kathy Horvath**, B.S., Rutgers University; M.S., University of Colorado
- Adjunct Associate Professor Henry Klapholz**, B.E.E., City College of New York; M.E.E., New York University; M.D., College of Albert Einstein
- Adjunct Instructor Joyce Levy**, B.S., M.S., Boston University
- Lecturer Frederick Mandell**, B.A., M.D., University of Vermont
- Adjunct Associate Professor Roland G. Martineau**, B.A., St. Anselm College; B.S., Boston University; M.S., University of New Hampshire; M.Ed., Northeastern University; M.A., Andover-Newton Theological School; M.S., Boston University
- Adjunct Instructor Sara O'Neil Maslin**, B.S., Salve Regina College; M.S., Boston College
- Adjunct Instructor Elissa Sloan Matloff**, B.S., University of Massachusetts; M.S., Boston College
- Adjunct Instructor Ann Marie McCarthy**, B.A., Simmons College; M.S., Boston College
- Adjunct Instructor Catherine M. McFadyen**, B.S., Northeastern University; M.S., Boston University
- Adjunct Instructor Kathleen Mary McKool**, B.S., University of Pittsburgh; M.S., Boston College
- Adjunct Instructor Francis Melia**, B.S., Columbia University, M.S., Boston University
- Adjunct Instructor Jan Micale**, B.S., Syracuse University; M.S., Yale University
- Adjunct Instructor Helen Morley**, B.S., Wayne State University; M.S., Boston University
- Adjunct Instructor Anne C. Murray**, B.S., Boston College; M.S., University of Colorado
- Adjunct Instructor Angela M. Nicoletti**, B.S., M.S., Boston College
- Lecturer Rapin Osathanondh**, M.D., Mahidol University

- Adjunct Instructor Timothy J. Ott**, B.A., M.A., Ph.D., University of Notre Dame
- Adjunct Instructor Joyce A. Reardon**, B.S., Salve Regina College; M.S., Boston College
- Carl F. Rosenbloom**, B.A., Boston University; M.D., University of Vermont
- Adjunct Instructor Martin Rothman**, M.D., Tufts Medical School
- Adjunct Instructor Cloonan Salvador**, B.S., M.S., Boston College
- Adjunct Instructor Elizabeth E. Sanders**, B.S., Boston University; M.S.W., Simmons College; M.S., University of California
- Adjunct Instructor Carol Senopoulos**, B.A., Emmanuel College; M.S.W., Boston College
- Adjunct Associate Professor Philip Wells Shambaugh**, A.B., Harvard College; M.D., Harvard Medical School
- Adjunct Instructor Eunice Shishmanian**, B.S., Simmons College; M.S., Boston College
- Adjunct Instructor Robert David Stacks**, B.S., Massachusetts College of Pharmacy; M.D., Medical College of Virginia
- Lecturer Phillip Stubblefield**, B.A., Harvard College; M.D., Harvard Medical School
- Adjunct Instructor Ronnie Tilles**, B.S., Russell Sage College; M.S., Boston University
- Adjunct Instructor John Weldon**, B.A., St. John Seminary College; M.S.W., Boston College
- Adjunct Instructor Henry S. White**, M.D., B.A., Haverford College; M.D., Boston University
- Adjunct Instructor Henry S. White**, B.A., Haverford College; M.j.D., Boston University
- Adjunct Instructor Edward Woicik**, B.A., Catholic University; M.D., Georgetown University
- Adjunct Instructor June Johnson Wolff**, B.S., M.S., Boston University
- Adjunct Instructor Patricia Woods**, B.S., College Misericordia; M.S., Boston College
- Adjunct Instructor Professor Robert P. Younes**, B.S., Colby College; M.P.H., Harvard University; M.D., McGill University

Program Description

The Graduate Nursing Program at Boston College is a one-year curriculum and culminates in the awarding of a Master of Science. The program begins during Summer Session and continues through Intersession (May-June) of the following year. A total of 37 graduate credits must be completed prior to the awarding of the degree.

Philosophy and Purposes of the Program

The Department of Nursing is guided by the philosophy and purposes of the Graduate School of Arts and Sciences and the School of Nursing at Boston College. The major purpose of graduate study in nursing at Boston College is twofold: (1) to prepare nurses to function as clinical specialists contributing to the improvement of health care to clients in a variety of settings and at various developmental levels; and (2) to serve as the basis for doctoral preparation in nursing.

Curriculum Objectives

The objectives of the Master's Degree Program in Nursing are directed toward preparing a graduate who (1) implements a philosophy of nursing based upon the Judeo-Christian values that support the in-

trinsic worth of each human being; (2) synthesizes theory, research and values within a conceptual framework for nursing practice in a specialized area of clinical nursing; (3) utilizes the nursing process to assess health needs of clients (families and groups), formulates nursing diagnosis, implements and evaluates interventions based upon a broad theoretical frame of reference; (4) implements the role of clinical specialist within a specialized area of clinical nursing practice; (5) effectively utilizes knowledge of the research process by evaluating research findings in the literature, identifying researchable problems in clinical practice, conducting a research study and incorporating research findings into clinical practice; (6) works as a collaborator and consultant with clients, families and other professionals regarding health problems and issues affecting individuals or society in general; (7) interprets the role of nursing as it affects health care and health policy to clients, families and groups on a local, state and national level; (8) contributes to professional leadership in nursing through research, critical writing and theoretical works; (9) actively assumes responsibility for continued advancement of nursing knowledge through continuing education and doctoral preparation.

Admission and Program Requirements

The Department of Nursing offers a program leading to the Master of Science degree and is open to all registered nurses who meet admission requirements: men and women of every race, color, creed and national origin, who wish to develop their personal and professional potential through higher education. The student may pursue clinical specialist preparation in four areas of clinical nursing: Community Health, Maternal-Child Health, Medical-Surgical and Psychiatric-Mental Health Nursing.

Requirements for application include: a baccalaureate degree in nursing from an NLN accredited program; a cumulative grade of B or better for all baccalaureate courses; a cumulative grade of B or better for all nursing courses taken at the baccalaureate level; a statistics course taken prior to entry into the graduate program; one year of clinical experience as a registered nurse; three letters of reference—two are preferred from former teachers and one from an individual who can evaluate your most recent professional experience (an official placement file which includes the above references may be submitted in lieu of the letters); a personal interview with specialty faculty prior to final acceptance (interview forms may be completed "in absentia" when a personal visit is not possible); verbal, quantitative and analytical scores from the Aptitude Test of the Graduate Record Examination; and the completion of a goal statement.

Applicants who are admitted to the program must provide evidence of licensure as a registered nurse in Massachusetts, evidence of coverage by malpractice insurance and physician certified evidence of the student's good health.

All students are required to pass a comprehensive examination at the end of the graduate program. In addition, all students will carry out a clinical research study and write up the project prior to graduation from the program.

Application Review

When all application material is received, the candidate will be eligible for review for admission. Faculty working with particular specialty curriculum will process each record. Reviews are currently held during December, March, and April or May. No application is accepted after May 15th. Students will be advised of their acceptance or rejection by the Dean of the Graduate School of Arts and Sciences. Students who are placed on a waiting list will be notified accordingly and made aware of an available slot according to their position in the listing.

General Information

Financial Aid

At present, there are no assistantships or fellowships available to graduate students in nursing. It is suggested that students who need financial assistance apply for a Guaranteed Insurance Loan (GIL)

through their local bank. The Department of Nursing will make every effort to offer traineeships to graduate students in nursing. The funding of these traineeships is dependent upon the legislation enacted by the federal government.

Housing

Housing is not available to graduate students through the University. However, the Off-Campus Housing Office offers assistance in procuring living arrangements.

Transportation

Experiences in a wide variety of hospitals, clinics, and other health related agencies are a vital part of the nursing program. The facilities utilized for these experiences are located in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these facilities.

Cooperating Hospitals and Agencies

Students in the graduate program in nursing have planned learning experiences in a number of cooperating hospitals and community agencies. These resources include: Beatrice Marie Nursing Home, Beth Israel Hospital, Boston City Hospital, Boston Department of Health & Hospitals, Boston Hospital for Women, Bridge over Troubled Waters, Brigham & Women's Hospital, Brockton Visiting Nurses Association, Brookside Park Family Life Center, Cambridge Community Health Center, Cambridge Hospital, Cambridge Visiting Nurses Association, Carney Hospital, Children's Hospital, Community & Home Health Services, Inc. of Falmouth, Dimock Street Health Center, Dorchester House, D'Youville Hospital, East Boston Neighborhood Health Center, Eunice Kennedy Shriver Center, Greater Lynn Senior Services, Harvard Community Health Plan, Labour Center, Lawrence Hospital, Lindemann Mental Health Center, Lemuel Shattuck Hospital, Little House, Massachusetts General Hospital, Massachusetts Mental Health Center, Matthew Thornton Health Plan, McLean Hospital, Melrose-Wakefield Hospital, Mt. Auburn Hospital, Nazareth Children's Home, Needham Visiting Nurses Association, New England Medical Center, New England Medical Center Community-Mental Health Program, New England Memorial Hospital, Newton Multi-Service, Newton-Wellesley Hospital, Somerville Hospital and Clinics, Somerville School Department, St. Elizabeth Hospital, St. Margaret Hospital, Sudbury Public Health Association, University of Massachusetts Medical Center, U.S. Public Service Hospital, Wellesley College, West Roxbury Veterans Administration, Wheelock College "Project Welcome".

Accreditation

The Master of Science program is accredited by the National League for Nursing.

Curriculum Plan

The nursing curriculum is a full year in length (including Summer Session), and students are expected to complete the 37-credit requirement on a full-time basis. The program begins in Summer Session and continues into Intersession of the following year. The curriculum plan presented below reviews courses required, course sequencing, and credit allocation for the course of study.

Curriculum Design Master of Science in Nursing

Summer Session

- *Cognate 3 credits
- *Cognate or Elective or Independent Study 3 credits
- 6 credits

Fall Semester

- | | |
|---|------------|
| Research I | 3 credits |
| Nursing Core I | 3 credits |
| *Cognate or Elective or Independent Study | 3 credits |
| Specialty I | 4 credits |
| | 13 credits |

Spring Semester

Role Core I	3 credits
Research II	3 credits
Specialty II	<u>6</u> credits
	12 credits

Intersession

Role Core II	6 credits
	TOTAL 37 credits

* Students are required to take 2 cognates and 1 elective or Independent Study. These requirements can be completed in summer and fall semesters.

Definition of Terms**Cognate**

A cognate is a course (or courses) in another discipline outside of (but related to) nursing which supports the nursing specialty. Four specific cognate areas have been identified by nursing faculty. These are: (1) Psychology, (2) Sociology, (3) Biology, and (4) Philosophy. Specific courses in these areas will be identified by the specialty faculty. Cognates may be taken during Summer Session. One cognate can be taken during Fall Semester providing that the elective requirement has been fulfilled.

Elective

Each student will be required to take one elective of his or her own choosing. Those interested in teaching or administration are encouraged to focus their selection on courses in the School of Education or Management. The elective may be taken during Summer Session or Fall Semester.

Independent Study

To engage in independent study permission of a professor and the chairperson is required. Recommendation of a second faculty member is advised. Independent study, which may be taken during the Fall Semester in lieu of an elective, is recommended for students who, under the direction of the faculty, have a special interest that is not addressed adequately in the curriculum.

A written proposal for an independent study in nursing must be submitted to the department chairperson together with supporting statements from the faculty member directing the study and a faculty member whose area of concentration qualifies him or her to judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and to the department chairperson toward the end of the semester.

Core Course

A core course is a course (or courses) required of all graduate nursing students that is taken by the entire group as the course occurs within the approved sequencing of the curriculum; e.g. Nursing Theory and Process or Role Core.

Specialty Courses

Within the overall graduate program, there are 4 specialty curricula offered. These are Community Health Nursing, Maternal and Child Health Nursing, Medical Surgical Nursing, and Psychiatric-Mental Health Nursing. While the graduate program is geared to the preparation of clinical specialists, the specialty curricula focuses on needs of clients as influenced by such things as age and stage of development, health status, health setting, and so forth.

Specialty Curriculum

Four specialty curricula are designed with specific clinical focus. Below is a brief description of each curriculum.

Community Health Nursing

This curriculum is intended for those nurses who have had professional experience in community health practice. It is designed to prepare Community Health Clinical Specialists to meet complex and evolving community health issues with competence and confidence and to provide informed leadership in specific community health areas such as health assessment, health planning and evaluation, and organization and management of health care services to population groups such as those in a defined community. The emphasis, therefore, is on population groups and/or aggregates.

Maternal Child Health Nursing

Curricula in maternal-child health nursing focus on the preparation of candidates for expanded roles in maternity and pediatric distributive care. The curriculum is designed to prepare clinical specialists in maternity-gynecological ambulatory care and pediatric ambulatory care. Each curriculum has as its goals: (1) expansion of the clinical practice responsibilities of the nurse, (2) development of the collaborative role with physicians, and (3) the development of the clinical specialists as teacher-practitioner, i.e., one who teaches out of a practice base. The clinical practicum focuses on integrating the basic skills and theoretical knowledge used in performing individual health assessments involved in the ambulatory care of pediatric/maternity clients.

Pediatric/OB-GYN practitioner assessment skills are incorporated in the masters program. Upon graduation, the student has the qualifications to apply for PNP certification. OB-GYN certification is available through NAACOG.

Medical Surgical Nursing

The curriculum in Medical Surgical Nursing prepares clinical specialists to care for adults in acute and ambulatory care settings. The curriculum focuses on the analysis of nursing problems identified through a functional assessment. Evolving nursing diagnoses are explored and the effectiveness of various interventions discussed. Evaluation of care based upon specific outcome criterion is emphasized.

A variety of clinical agencies throughout the local Boston area and beyond are used to facilitate the student's course of study. Depending upon the student's interest, these placements will focus primarily upon in-patient adult populations or adult ambulatory clients found in various community sites. Upon graduation, students focusing on ambulatory clients, will be eligible to apply for adult practitioner certification.

Psychiatric-Mental Health Nursing

The curriculum aims at developing clinical competencies for nursing practice in the psychiatric-mental health field. Emphasis is on advanced evaluation of practice methods with individuals, groups and families in the community and in other institutional settings. Indirect role development stresses consultation activities in mental health services and programming. Theoretical orientations toward practice methods are derived from the fields of education, social and biological sciences and psychiatric nursing. A research component is required to advance the student's capacity to apply scientific methodology to the investigation of health and illness. The program focuses on the clinical specialist role in underserved urban areas. Placements focus on a multidisciplinary approach in supervision.

Course Offerings**Nu 712 Nursing Theory and Process (Core I) (F; 3)**

This course focuses on the analysis of current nursing theorists, conceptual frameworks in nursing, and an in-depth exploration of advanced concepts of nursing process. Process concepts include diagnostic strategies, specific care planning, and outcome evaluation. In addition, a weekly clinical laboratory will be provided to learn normal physical assessment skills.

By arrangement

Nu 790 Research I (F; 3)

This course will focus on research methodologies including phenomenological, quasi-experimental, historical, and its application to nursing. At the completion of the first semester, students working in groups of two will be asked to identify a clinical problem to study during the Spring Semester.

By arrangement

Nu 791 Research II (S; 3)

Under the guidance of clinical faculty, students will execute clinical research project according to criterion established in Research I.

By arrangement

Specialty Courses

Specialty courses will focus upon a specialized area of nursing practice of interest to the student; namely, Community Health, Maternal Child Health, Medical-Surgical, and Psychiatric-Mental Health nursing. These courses include Specialty I (Fall Semester); Specialty II (Spring Semester); and Role Core II (Intersession). Clinical experiences will be included as an integral component of these courses.

Nu 714 Community Health Specialty I (F; 4)

This course focuses on risk factor variability in individuals and groups. It synthesizes nursing theory with nursing practice in disease prevention and promotion of health. It is not limited to a particular age or at-risk group. Nursing care is directed toward health promotion, health maintenance, health education, coordination and continuity of care within a holistic framework. Students define and implement experiences in a community health agency with faculty and preceptor. Emphasis is on role development, interdisciplinary collaboration, use of at-risk profile assessment on a group of individuals.

By arrangement

Nu 716 Maternal Child Health Maternity Specialty I (F; 4)

This course concentrates on the development of theoretical knowledge and skills for the health assessment phase of advanced nursing practice with women in the childbearing period. Content includes seminars in childbearing and family development, theory lectures in maternity science and collaborative sessions in problem-solving facilitated by nursing and medical faculty.

By arrangement

Nu 717 Maternal-Child Health Pediatric Specialty I (F; 4)

This course concentrates on the development of theoretical knowledge and skills for the health assessment phase of advanced nursing practice with infants, children, adolescents and their families. A variety of teaching and learning methods will be used.

By arrangement

Nu 718 Theory and Practice of Adult Nursing I (F; 4)

Study of functional health patterns of the adult, nursing diagnosis, intervention and outcome evaluation. Lecture, seminar and laboratory study will be included.

Nu 720 Psychiatric-Mental Health Specialty I (F; 4)

This course focuses on supervised clinical experience with individuals, groups and families in emotional distress. Supervisory conferences will be held individually or in small groups to focus upon the systematic evaluation of the method of intervention appropriate to the clinical problem. Weekly seminar discussions focus on models of intervention.

By arrangement

Nu 724 Community Health Specialty II (S; 6)

This course focuses on the synthesis of nursing practice with public health principles. The community is the focal client system for health

assessment and analysis of populations groups at risk. Attention is given to various strategies of risk reduction and program evaluation.

Students, faculty, and agency personnel contribute to problem identification, role analysis, priority setting, and an evaluation base to determine feasibility of student projects. One-hour weekly seminars will focus on issues relating to the role development and implementation and clinical problems which reflect prevention and promotion management.

By arrangement

Nu 726 Maternal Child Health Maternity Specialty II (S; 6)

This course builds on the content in Specialty I. Focus is on the development and evaluation of nursing interventions and health management strategies with women in ambulatory gynecological settings. A variety of theories and framework from nursing and other related disciplines are applied and integrated through classes, seminars, clinical experiences and other methods of teaching/learning.

By arrangement

Nu 727 Maternal Child Health Pediatric Specialty II (S; 6)

This course builds on the content in Specialty I. Focus is on the development and evaluation of nursing intervention and health management strategies for infants, children, adolescents and their families. A variety of theories and frameworks from nursing and other related disciplines are applied and integrated through classes, seminars, clinical experiences and other methods of teaching/learning.

By arrangement

Nu 728 Theory and Practice of Adult Nursing II (S; 6)

This course continues the study of functional health patterns of adults, including nursing diagnosis, intervention and outcome evaluation.

Lecture, seminar and laboratory study are included.

By arrangement

Nu 730 Psychiatric-Mental Health Specialty II (S; 6)

This course is a supervised clinical experience with individuals, groups, and families with special emphasis on children. The seminar dealing with models of intervention will be continued.

By arrangement

Nu 820 Role Core I (S; 3)

Focus will be on exploration of the role of the clinical specialist. Discussion will center on issues such as role theory, system analysis, leadership and principles of management, teaching of staff and client, scope of nursing practice. Opportunities for application of this content to practice setting within the specialty areas will be provided.

Nu 822 Community Health Role Core II (I; 6)

This course focuses on contemporary community health patterns of health care delivery in terms of various concepts of quality assurance. Analysis of a community agency is required. Process-oriented nursing as a system for managing at-risk populations is presented. Students have experiences in accepting and fulfilling the role as effective community-wide integrators of nursing care services in prevention of disease and promotion of health.

By arrangement

Nu 824 Maternal-Child Health Maternity Role Core II (I; 6)

This course emphasizes the synthesis of theoretical and experiential knowledge and skills as well as the integration of all the role components of clinical nursing specialization for the evaluation phase of advanced nursing practice with women.

By arrangement

Nu 825 Maternal-Child Health Pediatric Role Core II (I; 6)

This course emphasizes the synthesis of theoretical and experiential

knowledge and skills as well as the integration of all the role components of clinical nursing specialization for the evaluation phase of advanced nursing practice with infants, children, adolescents and their families.

By arrangement

Nu 826 Medical-Surgical Role Core II (I; 6)

Continuation of the study of adult health care in acute and ambulatory settings. Emphasis will be placed upon continued role clarification, consultation and collaboration with health care providers, continued use of advanced concepts of nursing process with specific exploration of intervention strategies and evaluation of outcomes. Increased time in clinical agencies will be planned with faculty and preceptors. Seminars will be held to discuss management of client problems, role transition, issues affecting health care delivery, and implementation of the clinical specialist role.

Nu 828 Psychiatric-Mental Health Role Core II (I; 6)

A. Direct and Clinical Role Theory

This course is a supervised clinical experience with emphasis on methods of intervention best utilized in community systems, i.e. crisis intervention, development of support systems and human network resources. Seminar continues with emphasis on systems theories as applied to community mental health.

B. Advanced Clinical Theory Experience in the Indirect Role Functions of the Psychiatric-Mental Health Specialist

Students will be introduced to clinical theories and relevant experiences related to mental health consultation, and/or program planning and evaluation for high priority populations and/or high need service areas. Tracking will be in liaison nursing or mental health programming and evaluation for children; or mental health programming and evaluation for the aged adult. Guided experiences and seminars will focus on concepts and key tools to be used in these areas. Students will be requested to give 1st, 2nd, and 3rd choices for one of the three tracts.

By arrangement

Nu 899 Independent Study in Nursing (F, S; Credits by arrangement)

Permission of a Professor and Chairperson required. Recommendation of a second faculty member is advised.

Students with a special interest that is not otherwise addressed adequately in the curriculum may pursue that interest under the direction of the faculty.

A written proposal for an independent study in nursing must be submitted to the department chairperson together with supporting statements from the faculty member directing the study and a faculty member whose area of concentration qualifies him or her to judge the fitness of the proposed undertaking to graduate study. The student is required to submit written reports to the faculty member directing the study and the department chairperson toward the end of the semester.

The Department

Visiting Professor Hans-Georg Gadamer, Heidelberg University

Professor Richard T. Murphy, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University

Professor Joseph L. Navickas, Ph.B., Ph.L., Louvain University; Ph.D., Fordham University

Professor Thomas J. Owens, A.B., A.M., Boston College; Ph.D., Fordham University

Professor David M. Ramussen, A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

Visiting Professor Jacques M. Taminiaux, University of Louvain

Professor Norman J. Wells, A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Associate Professor Patrick Byrne, B.S., A.M., Boston College; Ph.D., New York State University

Associate Professor Richard Cobb-Stevens, A.B., A.M., Boston College; Ph.D., Sorbonne

Associate Professor Joseph F. X. Flanagan, S.J., Chairman of the Department

A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University

Associate Professor William J. Haggerty, Jr., A.B., College of the Holy Cross; A.M., Boston College; Ph.D., Boston University

Associate Professor Peter J. Kreeft, A.B., Calvin College; A.M., Ph.D., Fordham University

Associate Professor Stuart B. Martin, A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University

Associate Professor Daniel J. Shine, S.J., A.B., A.M., Boston College; A.M., Catholic University of America; S.T.L., Weston College; Ph.D., Gregorian University

Assistant Professor James Bernauer, S.J., A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D.(cand.) State University of New York

Assistant Professor Joseph H. Casey, S.J., A.B., A.M., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Gregorian University

Assistant Professor Arthur R. Madigan, S.J., A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div.(cand.) Regis College, Toronto

Assistant Professor Francis P. Molloy, S.J., A.B., A.M., Boston College; S.T.L., Weston College

Assistant Professor Gerald C. O'Brien, S.J., A.B., A.M., Boston College; Ph.D., Fordham University

Assistant Professor Francis Soo, A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College

Philosophy

Faculty

Professor Frederick J. Adelmann, S.J., A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Saint Louis University

Professor Thomas J. Blakeley, A.B., Sacred Heart Seminary; Ph.D., University of Fribourg

Professor Oliva Blanchette, A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Program Description

Philosophical study at Boston College provides the opportunity for open-minded inquiry and reflection on the most basic questions that concern man and the ultimate dimensions of his world. In this quest for new and fuller meanings, the Philosophy Department offers a balanced program of courses allowing for concentration in the following specialized areas: American philosophy, contemporary continental philosophy, medieval philosophy, philosophy of religion, social and political philosophy, and Russian philosophy.

In addition to these areas of specialization, there is considerable provision made for interdisciplinary programs in cooperation with other graduate departments in the University. The range of courses available, both within the Department and elsewhere, allows the student considerable flexibility in planning a highly individualized and

personal program of study geared to his or her own major interests. Small seminar-type classes are the rule, and the students are encouraged to initiate and complete independent and original research projects.

The Department is extremely selective in its admission to the doctoral program. Less than ten students are admitted each year and all must be full-time degree candidates. All applicants for admission, except foreign students, must take the Graduate Record Examination and have the scores sent to the Department. There is also a special program leading to a terminal M.A. which is open to both full and part-time students.

The Institute in Marxist Thought makes available an M.A. program designed for the study of Marxist Thought in its various ramifications as a social philosophy, including the Hegelian and Feuerbachian background along with Marxist-Leninist, Soviet, Maoist and Neo-Marxist currents. Special emphasis is given to the writings of Karl Marx himself. Further information is available from Oliva Blanchette, Ph.D., Institute Director.

One year of full-time residence is required of all doctoral candidates; these students will be expected to take a preliminary examination at the end of the first year of study, and all their comprehensive examinations must be completed by the end of the third year. Doctoral students must also pass proficiency examinations in two modern languages prior to the second year of graduate study. French and German are the usual languages required of doctoral candidates but, with Department approval, other languages may be substituted if they are more appropriate to the candidate's field of specialization. A final comprehensive examination will be required of all masters' students and proficiency in one modern language is also required.

Financial Aid

The University welcomes applications for the following programs of aid: University Fellowships (\$3000); Teaching Fellowships (\$3600); Research Assistantships (\$2400).

All fellows and assistants are exempt from payment of tuition. Various programs of financial aid are available during the summer. Ordinarily, all students admitted to the doctoral program will qualify for some form of financial assistance. Normally no financial assistance is available for students seeking a terminal M.A.

Course Offerings

Depending on student demand, the courses listed below may not be offered at the time indicated. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

Electives

Pl 303 Philosophical Questions in Religion (F; 3)

This course is for students who want to form their individual opinions rationally on such controversial religious topics as the psychology of belief, the problem of evil, arguments for God's existence, our knowledge of God, predestination and free will, time and eternity, life after death, miracles, the reliability of the Bible, mysticism, Eastern vs. Western religions. A problem-oriented textbook is supplemented by readings in C. S. Lewis and Thomas Aquinas.

Peter J. Kreeft

Pl 306 Ancient Greek Philosophy (S; 3)

A history of the development of Classical Greek philosophy from the era of the Pre-Socratics to the closing of the Pagan schools in Athens in the 6th Century A.D.

Stuart B. Martin

Pl 308 The Political Thought of the Greeks (S; 3)

An examination of Greek political philosophy, with special emphasis on Plato's Republic and Aristotle's Politics; an attempt to apply the

resources of Greek thought to some of the perennial issues of political philosophy.
Arthur Madigan, S.J.

Pl 309 Marriage and the Family (S; 3)

The course is designed, from a philosophical perspective, to explore the full significance of the most fundamental and intimate human relationship: marriage—the family, on both institutional and personal levels.

The entire course consists of four parts: (1) a cross-cultural understanding of marriage and the family, (2) the traditional marriage and the family as well as the nuclear system, (3) the personal dimension of marriage and the family, and (4) a two-day seminar on marriage and the family.

Francis Y. Soo

Pl 311-312 (Cl 365-366) Ethical Thought of the Greeks

(F, S; 3, 3)

Offered 1982-83

David H. Gill, S.J.

Pl 315 Aristotle (S; 3)

A study of the development of Aristotle's fundamental doctrinal position; the authenticity and reliability of his extant works; the import of his logic for the rise of the mediaeval universities; his doctrine of equivocation; the central meaning of "being" in his Metaphysics; selected physical doctrines such as "change" and "time"; the goal of human existence expounded in the Nicomachean Ethics; Aristotle's teaching about the nature of the "intellect"; and some study of the subsequent (Greek, Arabian and Latin) commentators on his works.

Offered Spring, 1983

Stuart B. Martin

Pl 318 Origins of Romanticism (F; 3)

Much of the present-day preoccupation with science-fiction, with ecological problems, and with the "scientific-technological revolution" finds its intellectual ground in Friedrich Wilhelm von Schelling's reappropriation of German mysticism (Tauler, Seuse, Boehme). We will examine this reappropriation as well as its role in the formation of Romanticism and neo-Romantic ideologies.

Offered Fall, 1982

Thomas J. Blakeley

Pl 323 Plato's Republic (S; 3)

An in-depth study of the most influential work in the entire history of philosophy.

Offered Spring, 1983

Peter J. Kreeft

Pl 324 Philosophy of God Experience (S; 3)

Distinguishing between knowing God and knowing about God, the starting point for this course will be religious experiences. We will stay as close as possible to these experiences exploring the reasons for justifying the interpreting of them as a God experience.

Joseph H. Casey, S.J.

Pl 328 (Cl 416) Aristotle's Ethics (F; 3)

Offered Fall, 1982

David H. Gill, S.J.

Pl 330 (Cl 417) Aristotle's Politics (S; 3)

Offered Spring, 1983

David H. Gill, S.J.

Pl 335 Platonic Dialogues (F; 3)

This course is an inquiry into the developing thought of Plato, stressing particularly Plato's probing into the questions of the nature of man, the relation of the individual to society, the nature of human knowing, the foundation of judgments of value, and the meaning of a virtuous life. The course will include nearly all of what are called the early and middle dialogues of Plato, up to and including the Republic. The basic thrust of the course will be two-fold: first, to understand Plato's thought as this unfolds in each dialogue, and second, to appropriate this thought in an understanding of the context of our own time.

This course is intended for students who are beginning Plato or at least have not studied him in depth. No knowledge of Greek is required.

Gerard C. O'Brien, S.J.

Pl 338 The Heidegger Project I (F; 3)

This course gives students an opportunity to work closely with the major texts of Martin Heidegger, a major twentieth-century philosopher. Emphasis is on student discussion of texts and assessment of Heidegger's relevance to contemporary issues. The project will continue for two semesters. Some knowledge of traditional philosophy (e.g., Aristotle, Descartes, etc.) is helpful, but not a prerequisite.

Thomas J. Owens

Pl 339 The Heidegger Project II (S; 3)

A continuation of Pl 338, open only to students participating in the course.

Thomas J. Owens

Pl 340 Philosophy in the Middle Ages I and II (F, S; 3, 3)

A detailed examination of questions dealing with God, man and the world from Augustine to Ockham and beyond studied over the course of two semesters.

Dr. N.J. Wells

Pl 347 St. Thomas and the Problem of God (F; 3)

A close textual study of St. Thomas' teaching about the existence of God and his proofs for this; about the nature of God and his justification of God-talk; about Divine Providence and human freedom. The texts will be English translations from the *Summa Theologiae* and the *Summa contra Gentiles*.

Offered Fall, 1982

Pl 353 Man in Medieval Thought (S; 3)

Jumping off from the Condemnation of 1277, the medieval discussions about the agent intellect (one for all men?) will be examined, along with the tradition on divine illumination. The background of this in Aristotle, Augustine and the Islamic thinkers will be developed.

Offered Spring, 1983

Norman J. Wells

Pl 354 The Christian Philosophy of Thomas Aquinas (S; 3)

A detailed examination of the major philosophical positions of Aquinas and their relevance to Modern Thomism.

Offered Spring, 1983

Norman J. Wells

Pl 358 St. Augustine's Confessions (F; 3)

"The only two things that never bore us are a person and a story, and even a story must be about a person" (Chesterton). This book reveals one of the most profound and startling persons who ever lived, and his story is the world's greatest drama: the wrestling match between God and Man.

Offered Fall, 1982

Peter J. Kreeft

Pl 365 Aquinas Revisited (S; 3)

A textual analysis of the thought of St. Thomas on the problem of knowledge and willing. The lectures will give historical background for the understanding of the texts and will show the need to update the thought of Aquinas in the light of new scientific achievements and the evolution of philosophical reflection. Certain key ideas on Aquinas that help to understand contemporary problems will be stressed.

Offered Spring, 1983

Frederick J. Adelmann, S.J.

Pl 371 Descartes and the Cartesian Tradition (F; 3)

A close analysis of the classical Cartesian positions on the self, God and the world as they are discussed in the *Meditations*.

Norman J. Wells

Pl 375 Modern Philosophy I: Descartes and British Empiricists (F; 3)

A detailed examination of the classical positions taken during this period on the self, God, man and the world.

Offered Fall, 1982

Norman J. Wells

Pl 376 Modern Philosophy II: British Empiricists to Kant (S; 3)

Continuation of the previous semester, Pl 375.

Offered Spring, 1983

Norman J. Wells

Pl 378 Hume and Kant (S; 3)

The course will present a confrontation between Hume's empiricism and Kant's rationalism. The theme of this confrontation will not be drawn merely from the differences in both philosophers' theory of knowledge but perhaps more emphatically from the realm of ethics or moral philosophy.

Richard T. Murphy

Pl 380 Knowledge-Consciousness-Person (F; 3)

After a rapid overview of Husserl's and Heidegger's approaches, consciousness, the center of their attention, will be developed as awareness. The understanding of person emerging from awareness will test Grisez's conception of person. After situating the question of knowing within the understanding of person, the course will undertake a presuppositionless reexamination of the process of knowing-testing Grisez's and Lonergan's explanations as developments of Aquinas and Aristotle.

Joseph H. Casey, S.J.

Pl 381 Philosophy of Being I (F; 3)

Prerequisite: At least three courses in philosophy.

A systematic discussion of validity and method in metaphysics (the question of being), analogy (the notion of being), activity, unity, truth and goodness (the properties of being), and becoming (the structures of being).

Offered Fall, 1982

Oliva Blanchette

Pl 382 Philosophy of Being II (S; 3)

A continuation of Philosophy of Being I with a discussion of causality and finality as categories of nature and history (the communication of being), and of the ultimate meaning of being (the summit of being). The latter part of the course will treat of the philosophy of religion in the framework of the notion of being.

Offered Spring, 1983

Oliva Blanchette

Pl 390 Neo-Marxism and the Thought of Marcuse (S; 3)

Neo-Marxism as it has developed in the West among intellectuals has broken away from rigid Marxism-Leninism. In its new emphasis on humanism and the person it is indebted to the early writings of Marx and the influence of the Frankfurt School in particular. This course will study especially the thought of Marcuse as it has affected many thinkers on the contemporary scene.

Offered Spring, 1983

Frederick J. Adelmann, S.J.

Pl 391 God and Modern Philosophy (F; 3)

This course is a survey that exposes and criticizes some of the more important answers given to the God Problem by some of the great philosophers from the time of Descartes to modern times.

Offered Fall, 1982

Pl 395 Philosophy of Dostoevsky (S; 3)

The aim of this course is the examination of the major philosophical positions of Dostoevsky. The course will offer a detailed analysis of the "Grand Inquisitor". The following issues will be examined: the critique of the Catholic Church, the struggle between good and evil, the conflict between freedom and happiness, and Dostoevsky's dialectical approach.

Joseph L. Navickas

Pl 406 Seminar on Life After Death (S; 3)

Papers (both systematic-original and historical-research) on: traditional and non-traditional arguments pro and con life after death; comparison of religions on this issue; out-of-body experiences; the evidence of mysticism; the relevance of immortality to the present; the nature of Heaven and Hell.

Offered Spring, 1983

Peter J. Kreeft

Pl 412 Atheism and Religion in the Soviet Union (F; 3)

Atheism will be examined here as not a philosophical conclusion but rather an ideological presupposition of Marx, Engels and their Soviet descendants. "Scientific atheism" (the Soviet name), as an integral and essential part of historical materialism, will be seen to play a significant role in the education of all Soviet youth and in the development of the notion of the "new Soviet man".

Offered Fall, 1982

Thomas J. Blakeley

Pl 418 Later Greek Philosophy: The Search for Meaning (S; 3)

In their different ways, the Stoics, Epicureans, Sceptics, and Platonists were engaged in search for human meaning. Our aims: to follow

these philosophers in their quest for meaning; to understand the reactions of Jewish and Christian thinkers; to see how the later Greek quest for meaning relates to modern quests, for example, that of Viktor Frankl.

Offered Spring, 1983

Arthur R. Madigan, S.J.

PI 419 Kant and Hegel (F; 3)

An analysis and comparison of the major themes in Kant and Hegel.
Offered Fall, 1982

Joseph L. Navickas

PI 421 Nietzsche-Prophet of Nihilism (S; 3)

An introduction to the central ideas of this highly controversial philosopher. The standard interpretation of Nietzsche as the prophet of twentieth-century nihilism will be followed by an examination of the original and distinctive interpretation made by Heidegger.

Offered Spring, 1983

Jacques M. Taminiaux

PI 423 Introduction to Analytic Philosophy (F; 3)

The main currents in analytic philosophy, now dominant in America and England, will be presented in their historical development. G.E. Moore's impact will be examined first. The influence of Bertrand Russell, especially on logical atomism, will be assessed. Logical positivism, particularly in the works of Ayer and Carnap, will be treated in detail. Finally, the contributions of Wittgenstein and ordinary language philosophers will be discussed.

Offered Fall, 1982

Richard T. Murphy

PI 424 The Phenomenology of Love (S; 3)

This course will examine the new philosophy of love that emerged in the writings of the German phenomenologist Max Scheler and the Russian philosopher Vladimir Solovyov.

Offered Spring, 1983

Joseph L. Navickas

PI 426 Three Existential Philosophers (S; 3)

This course will expose and analyze the Existential Philosophies of three major thinkers in the field of Existentialism: Heidegger, Sartre, and Marcel. Lectures and discussions will be held on the major works of these men and student reports will be given on some of the significant works of these philosophers.

Offered Spring, 1983

Daniel J. Shine, S.J.

PI 427 Existential Psychology (S; 3)

Existential psychology is a "union" of two disciplines, psychology and the philosophies of existentialism. It deals with such psychological topics as "experience," anxiety, freedom, etc., but is concerned with understanding these aspects of man's life on the deeper level of philosophy. Writings of Rollo May, Binswanger, Heidegger, Boss, Laing and others will be considered.

Offered Spring, 1983

Daniel J. Shine, S.J.

PI 429 Freud and Philosophy (F; 3)

A reading of Freud's principal works will show how psychoanalytic theory has altered our self-understanding. The interpretation of dreams and pathological behavior leads to new theories of symbolic expression in work, play, humour and art. The analysis of sexuality culminates in controversial views on guilt, violence, the status of women and religious faith.

Richard Cobb-Stevens

PI 431 Philosophy of Karl Jaspers (F; 3)

The course examines Jaspers' idea of philosophy. It seeks to investigate the meaning and functions of the crucial concepts of Existenz, Encompassing, Reason, Philosophical Faith, Ultimate Situation, Cipher and Foundering. The course aims also at a better understanding of the relation between Jaspers' views and those of Kant, Kierkegaard, Nietzsche.

Offered Fall, 1982

Joseph L. Navickas

PI 433 Philosophy of Human Sexuality (S; 3)

Philosophers, theologians, novelists, poets, mystics, psychologists and sociologists, past and present, Eastern and Western, representing points of view as diverse as King Solomon and Kierkegaard, Hinduism and Victorianism, Hugh Hefner and Jesus Christ, are consulted to explore the mystery of Eros, about which there is usually more heat than light. Controversy is guaranteed. Topics range from tantric mysticism to eugenics abortion and women's lib.

Offered Spring, 1983

Peter J. Kreeft

PI 434 Topics in Contemporary Science (S; 3)

Contemporary developments in physics and biology will be explored intensively. Emphasis will be placed upon understanding the basic concepts, rather than the complex totality, of relativity theory, quantum theory, theories of the "origin of life," etc. Philosophical questions concerning objectivity and reality raised by these developments will be discussed.

Offered Spring, 1983

Patrick H. Byrne

PI 440 Existential Humanism (S; 3)

The existentialists have focused on the dramatic plight of twentieth-century man. They have presented forcefully man's struggle for meaning for life in a technologically dominated society and in a nuclear age. This course hopes to reveal and evaluate the specific features this "philosophy of crisis" has claimed to be distinctive of human living in this present moment of history.

Offered Spring, 1983

Richard T. Murphy

PI 445 The Origins of American Pragmatism (F; 3)

Pragmatism is the most characteristic expression of American life, its civilization and its mind. A reading of selected works of Dewey and James should provide an introduction to the pragmatic method of philosophizing and a framework for a discussion of the place of pragmatism in American culture.

Offered Fall, 1982

Richard Cobb-Stevens

PI 449 Practical Problems in Business Ethics (S; 3)

This course will focus on some practical problems in business ethics, making use of concrete cases to illustrate the ethical reasoning involved, and its application to actual situations. The emphasis will be on reaching as definite conclusions as possible on some contemporary problems in business ethics.

Offered Spring, 1983

Gerard C. O'Brien, S.J.

PI 450 Phenomenology and Intersubjectivity (F; 3)

Communication between persons, dialogue, love—these are major categories in any attempt to analyze the roots of the social conflicts that beset the twentieth-century world. This course will examine the widely different attempts made by contemporary phenomenologists to explore the extent and limits of interpersonal relationships.

Offered Fall, 1982

Thomas J. Owens

PI 451 Health Care Ethics (S; 3)

Starting from a reflection on the basic structure of moral judgement, the course will move into a discussion of two general areas of moral questioning concerning the care of human life: (1) questions arising from the development of technology and science having to do with genetic control, organ transplants, preventive medicine, and the ends of information-gathering about people; and (2) questions connected with the care of the sick and dying, the idea of health or human wholeness, the social structures affecting health care in hospitals, labeling, professional dominance, the experience of death, and abortion.

Offered Spring, 1983

Oliva Blanchette

PI 452 Perspectives on Addiction (S; 3)

This course attempts to apply the ordering and integrating function of philosophy to the multifaceted problem of addiction. The chief focus is on alcoholic addiction, but includes addiction to other drugs as well.

Gerard C. O'Brien, S.J.

PI 455 Kierkegaard and Nietzsche (F, S; 3, 3)

Kierkegaard and Nietzsche are the two most important giants of thought in the nineteenth century and the two leading influences on contemporary thought. This course will study their lives and the predominant themes of their thought along the lines of Christian belief and Atheistic Humanism. The class will include lectures, student reports, and analyses of some of their important writings.

Stuart Martin

PI 458 German Existentialism (F; 3)

This course will study the profound analyses of modern man as expounded by the two leading figures of German Existentialism, Heidegger and Jaspers. The course will include introductory lectures, student seminar reports and analyses of some of their major writings.

Offered Fall, 1982

PI 467 Jean-Paul Sartre (S; 3)

An analysis of Sartre's early writings on imagination and consciousness. Emphasis will be placed upon his penetrating studies of free-

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dom, bad faith and the sado-masochistic dimensions of interpersonal relations. Both literary and philosophical texts will be discussed.

Richard Cobb-Stevens

PI 472 Science and Religion (S; 3)

The religious roots of ancient and modern scientific thought will be presented. The origins of the assumption that modern science and religion are basically incompatible will be traced, with a view toward a new understanding of their relation. Out of this new understanding, the possibility of religion's contribution to the problem of the misuse of science will be explored.

Offered Spring, 1983

Patrick H. Byrne

PI 478 The Great Conversation (F; 3)

The history of Western philosophy viewed as a continuous story or debate, which the student must enter. After a short mini-course in practical logic, the course traces the main issues, arguments and problems of Western philosophy through Socrates, Plato, Aristotle, Plotinus, Augustine, Anselm, Aquinas, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Hegel, Kierkegaard, Nietzsche, Heidegger and Sartre, focusing on the role of human reason and the overcoming of skepticism.

Offered Fall, 1982

Peter J. Kreeft

PI 484 Greek Tragedy and Greek Philosophy (F; 3)

While Greek tragedy is far from a mere dramatization of philosophical theses, it does raise philosophical issues. The aims of this course are: to become better acquainted with Greek tragedy, and more alert to the philosophical issues it raises, and to see how these issues shaped the thought of Plato and Aristotle and how they might affect our own thought.

Offered Fall, 1982

Arthur R. Madigan, S.J.

PI 491 Philosophy and Power (F; 3)

Philosophy has played a decisive role in the formulation of the principles for each of the major political movements of our age: Liberalism, Fascism, Communism. This course will study these principles in the interest of discovering certain key relationships between expressions of philosophical thought and practices of political power.

James Bernauer, S.J.

PI 495 Metaphor and Interpretation (S; 3)

A metaphor is "a poem in miniature." Hence, a satisfactory analysis of metaphor requires a study of the creation of meaning in language. This course will bring together representative viewpoints on metaphor from the fields of linguistics, literary criticism and the philosophy of language. The role of metaphor in philosophic discourse will also be discussed.

Richard Cobb-Stevens

PI 502 Pre-Marxist Russian Philosophy (S; 3)

The course provides an historical survey of the various doctrines, insights, and trends in the pre-revolutionary Russian thought. A special attention will be given to the philosophy of Skovoroda, Chaadaev, Herzen, Dostoevsky, and Solovyov.

Offered Spring, 1983

Joseph L. Navickas

PI 509 Marx and Weber: The Origins of Society (F; 3)

A comparison of the way in which these two men approach the question of the origin of modern society.

Offered Fall, 1982

David M. Rasmussen

PI 510 Marx and Freud: The Death of Consciousness (S; 3)

An examination of the dialectic between society and consciousness as it occurs in the work of these two men and their followers.

Offered Spring, 1983

David M. Rasmussen

PI 517 Philosophical Style (S; 3)

Philosophical style is a product of many worlds. Three twentieth century philosophical styles (pragmatic, logical positivist and existentialist) will be examined from the perspective of the cities in which they developed (Cambridge, MA, Vienna, Paris), of the association among their major exponents, and of the personal crises of a major figure in each style. The results of this investigation will then be brought to bear upon defining that elusive dimension of philosophy that we refer to as "style."

Offered Spring, 1983

James Bernauer, S.J.

PI 520 Basic Marxist Thought (F; 3)

An examination of the development of the thought of Karl Marx from *The Economic and Philosophical Manuscripts* through *Kapital*.

David M. Rasmussen

PI 523 The Prison Experience (F; 3)

An examination of the prison experience from a variety of perspectives: historical, sociological, literary, cinematic and philosophical. Initially, the course will investigate the historical appearance of the prison institution as a common form of punishment. We shall then consider the literature produced from within the prison experience and recent cinematic expressions of its meaning. Finally, we will study the model of rationality contemporaneous with the birth of the prison and the philosophical sources of penology as a human science.

James Bernauer, S.J.
John Michalczyk, S.J.

PI 525 Revolution and Counter-revolt (S; 3)

There will be five general topics covered in the lectures: 1) Marcuse and the Neo-Marxists 2) The Modern Humanists, and the dying Liberals 3) The Problems of Methodology 4) The God Problem, 5) The Problem of Dialogue and Detente.

Offered Spring, 1983

Frederick J. Adelmann, S.J.

PI 528 Metaphysics of Praxis (F; 3)

A study of the concrete approach to transcendence through human action as found in Maurice Blondel's science of practice and its relation to practical science.

Offered Fall, 1982

Oliva Blanchette

PI 534 Community and Law (S; 3)

Starting from the understanding of "community" and "society" in sociological analysis, the course will move into a more radical reflection on community as an experience of liberation as well as of sociality, and from this reflection will attempt to account for the need of authority and law as the historical means for the good of communion.

Offered Spring, 1983

Oliva Blanchette

PI 538 Law, Business and Society (F; 3)

This course explores the relationship and interaction among Law, Business and Society, i.e., among the political, economic and social spheres of human life.

Starting from the notion of law and (human) rights, the course will move into a critical reflection on various forms of societies—Greek, Medieval, Modern and Contemporary—as developed throughout history. It will examine how, in each of the above societies, law originated, developed and was manifested within concrete economic and social structures.

Francis Y. Soo

PI 539 The Worldly Philosophers (S; 3)

This course considers the philosophy of the classical utilitarians, Bentham and Mill, and other early political and economic philosophers such as Hobbes, Locke, Malthus, and Adam Smith, both on their own merits and from the viewpoint of how these thinkers influenced the economic and political thinking of the present day.

Offered Spring, 1983

Gerard C. O'Brien, S.J.

PI 540 Education and Revolution (S; 3)

A discussion of the origins of revolutionary action in the consciousness of oppression and in the effort to articulate common problems to be resolved by a community, and of the role of "educators" and "education" in fostering or frustrating this process. Readings will include Freire's *Pedagogy of the Oppressed*, Fanon's *The Wretched of the Earth*, Malcolm X's *Autobiography*, and others.

Offered Spring, 1983

Oliva Blanchette

PI 541 America and the New Social Order (F; 3)

The question: is America undergoing a fundamental transformation towards a new social order as the press, intellectuals, political figures and others have argued, or is it firmly anchored in traditional and classical structures of thought and activity which are strong enough to resist the impending crisis brought on by rapid social change.

Offered Fall, 1982

David M. Rasmussen

PI 542 Science and Society (S; 3)

The course will explore the interrelation of scientific knowledge and technology, and the structures and institutions of society as found

in a variety of historical and cultural settings. In particular the question of the use of scientific knowledge for good or evil in our present era will be posed.

Offered Spring, 1983

Patrick H. Byrne

PI 543 20th-Century Thought (F; 3)

Over the course of the 20th century thus far, four main currents have been confronting each other or living in reciprocal ignorance one of the other. We examine here the origins of each of the four (neo-Thomism, neopositivism, phenomenology, the Marxisms), their interplay, and the central issues that occupy them: problems of man, nature, society and God.

Thomas Blakeley

PI 545 Social Philosophy in Classical Antiquity (S; 3)

A study of ancient man's outlook on man-in-society and the polis starting from Hesiod and other early poets or other pre-Socratic wise men down to Attic tragedy and the political philosophies of Plato, Aristotle and Cicero.

Offered Spring, 1983

Oliva Blanchette

PI 554 Philosophy of Poetry and Music (F; 3)

This course will deal with the history of poetry, painting, sculpture, architecture, music and dance. A major perspective will be the interrelation of these art forms to their respective cultural periods. Students will be encouraged to work out their own projects or to select studies on Eastern or Western Art.

Joseph Flanagan, S.J.

PI 561 Freud and Phenomenology (S; 3)

The course will present the chief principles and concepts belonging to the method of psychoanalysis developed by Sigmund Freud. After the close examination of his general psychological theory a philosophical critique of the Freudian method will be given from the phenomenological viewpoint. This critique will introduce a brief sketch of the phenomenological method as applied in existential analysis.

Richard T. Murphy

PI 563 The Great Philosophers I (F; 3)

The course is designed for philosophy majors and interested seniors. It is an attempt to provide inquisitive and historically oriented students with a full year survey of the major thinkers in the Western tradition. The principal objective of this course is to trace the development of philosophy beginning with the pre-Socratics and moving up through the medievals to the moderns.

Joseph L. Navickas

PI 564 The Great Philosophers II (S; 3)

This course is a continuation of the Great Philosophers I. The purpose of the present course is to exhibit philosophy as the thought of remarkable individuals, not as an integral part of cultural, social, and political life. This purpose demands more account of individual thought than is usually given by the historians.

Joseph L. Navickas

PI 571 Art and Science (S; 3)

This course will explore possible relations between the humanities and the natural sciences. Special emphasis will be given to the shift from classical to contemporary scientific theories of time and space and their artistic analogues. The course is experimental and students will be encouraged to work on personal projects.

Joseph Flanagan, S.J.

PI 574 Approaches to Language (F; 3)

A comparative study of the different but complementary traditions in German, French and Anglo-Saxon philosophies of language. Emphasis will be placed upon the themes of symbolic expression underlying structural codes and the nature of the speech act. Essays by Cassirer, DeSaussure, Wittgenstein, Austin and Searle should provide a rich and varied backdrop for a discussion of the mystery of human speech.

Offered Fall, 1982

Richard Cobb-Stevens

PI 577 Introduction to Symbolic Logic (F; 3)

An introduction to formal logic, designed to familiarize students with the expression of ordinary statements in symbolic form, truth-tables, validity of arguments and proofs, quantification of predicates and relations (propositional functions). The importance and limits of logical thinking will be discussed.

Patrick H. Byrne

PI 578 Philosophy of Mathematics (F; 3)

Prerequisite: PI 577

A study of the formal foundations of arithmetic and geometry. Besides

presenting in detail principles and theorems from these two areas, this course will investigate the nature of mathematical thought operative in these presentations. The contribution of David Hilbert to the understanding of mathematical thinking will be stressed. The relation between mathematics and the sciences will also be discussed. Though no particular mathematical topics beyond high school geometry will be presupposed, familiarity with mathematical thinking will be helpful.

Patrick H. Byrne

PI 580 Philosophy of the Cinema (S; 3)

The study of film has traditionally taken place in a closed universe of discourse unrelated to developments in the larger realm of aesthetics. This course will attempt to relate philosophical theories of interpretation—structuralism, phenomenology, psychoanalysis—to the study of film aesthetics. A series of films will be shown and discussed.

Offered Spring, 1983

Richard Cobb-Stevens

PI 582 Contemporary Marxism (S; 3)

This course will consider modern versions of Marxism as found in contemporary Russia (Soviet Philosophy) and contemporary movements in China. Also trends in the United States emanating from the thought of Marcuse will be considered.

Frederick J. Adelmann, S.J.

PI 592 The Acting Person (F; 3)

Pope John II proposes in his book with this title a philosophic account of man that owes much both to Schelerian phenomenology and to the Aristotelian-Thomistic perspective. We will search for the concrete bases of the Pope's thought in Scheler and his predecessors as well as in the thinking of Thomas Aquinas.

Thomas J. Blakeley

PI 594 Metaphysics (S; 3)

First philosophy, or metaphysics, is the core of philosophic activity, its subject-matter being expressed as "being as being." We will make it our task to examine all the central issues of metaphysical concern: what is being? what are the main traits of being as being? what are the main types of being? what are the fundamental operations of being as being? in what ways is being known? This systematic study will be complemented by some attention to the metaphysical principles of Aristotle, Thomas Aquinas, Nicolai Hartmann and Jean-Paul Sartre.

Offered Spring, 1983

Thomas J. Blakeley

PI 596 Intentionality and the Free Will (F; 3)

The lectures will begin by discussing the notion of intentionality as found in St. Thomas and then as developed by Brentano and Husserl. The will theory discussed will have its roots in St. Thomas but then will be up-dated in the light of intentionality. The criticism of determinists like Skinner and of the Existentialists like Sarte will also enter into the final discussions.

Frederick J. Adelmann, S.J.

PI 602 Soviet Philosophy Today (F; 3)

Among contemporary philosophical trends, Marxism-Leninism stands out not only as the most extensive but also as the most threatened by modern developments in science and society.

We will examine its origins in the "classics of Marxism", its codification in the textbooks of the 1940's and 1950's, the "de-Stalinization", ending up in "peaceful coexistence" and "détente".

Emphasis will be on the Soviet ability to respond to the "scientific-technological revolution", to empirical sociology, to Freudian psychology, to East-European humanism, to dialogue and Christian renewal, as well as to more theoretical challenges; for example, from neopositivism and from neo-Marxism.

Offered Fall, 1982

Thomas J. Blakeley

PI 603 The Enlightenment and the Birth of Modernity (F; 3)

A study of the birth of modern rationality in the period of the Enlightenment. The course will examine a variety of Eighteenth Century thinkers in the perspective of the age's major themes: God and Reason, Thought and Superstition, History and Progress, the Idea of Humanity.

Offered Fall 1982

James Bernauer, S.J.

PI 604 Philosophy and History (F; 3)

The first part of the course will aim to clarify the nature of historical understanding by examining the work of several historians. We shall then consider several attempts (Hegel, Toynbee, Voegelin) to articulate a philosophical understanding of historical development.

James Bernauer, S.J.

PI 609 The Greek Intellectual Adventure (F; 3)

It would be hard to match the Greek thinkers of the sixth and fifth centuries B.C. for creativity and bold imagination. This course explores Greek philosophy up to Socrates with special emphasis on the Pre-Socratics and Sophists, and relevant background from poetry, drama and history.

Arthur Madigan, S.J.

PI 612 Personality and the Human Sciences (S; 3)

This course will study the role which three human sciences (anthropology, psychology and sexology) have played in shaping our contemporary understanding of personality and in directing our philosophical questions with respect to it.

James Bernauer, S.J.

PI 615 British Empiricism (S; 3)

This course introduces British Empiricism through the examination of the works of Locke, Berkeley, and Hume. These authors will be considered within their historical context. Their influence on contemporary philosophies will be evaluated.

Offered Spring, 1983

Richard T. Murphy

PI 616 The Development of the Will (F; 3)

It may be news to us, but the idea of will had to be developed. How did this happen? We will try to answer this question through an examination of, among others, Socrates, Plato, Aristotle, the Stoics.

Arthur Madigan, S.J.

PI 617 Humanism and Anti-Humanism (S; 3)

Humanism, an invention of Athens and Rome, received its most fundamental criticism in twentieth century Paris. Initially, this course will examine the formation and development of western humanism and the challenge posed to it by the philosophies of Nietzsche and Heidegger. Most of the course will be spent in studying the attempt by contemporary French thinkers (Barthes, Foucault, Levi-Strauss) to articulate an authentically anti-humanistic philosophy.

James Bernauer, S.J.

PI 622 Michel Foucault (F; 3)

This course will study the works of Michel Foucault. We will examine his philosophical analysis of several modern forms of knowledge (psychology, medicine, penology, sexology) and the relationship of these human sciences to models of rationality and modes of political action.

Offered Fall, 1982

James Bernauer, S.J.

PI 625 The Problem of Self Knowledge (S; 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. Students will be invited to discover in themselves dimensions of their subjectivity which lead to resolution of fundamental issues. The work of Bernard Lonergan will serve as a guide.

Patrick H. Byrne

PI 626 Hannah Arendt (S; 3)

An examination of Arendt's philosophical achievement: her treatment of the active life of labor, work, action, and the mind's life of thinking, willing, judging. In addition to reading her major texts, there will be consideration of the political and philosophical contexts within which she formulated her thought.

Offered Spring, 1983

James Bernauer, S.J.

PI 630 Science and the Growth of Knowledge (F; 3)

Stimulated by the appearance of T.S. Kuhn's *The Structure of Scientific Revolutions*, major developments in our thinking about science have taken place over the past two decades. These developments have profoundly affected the social sciences as well as the natural sciences. This course will undertake a careful study of the major contributors to this new view—Kuhn, Popper, Lakatos, Shapere, Feyerabend, Toulmin and Suppe—and situate their thinking in its historical context.

Offered Fall, 1983

Patrick H. Byrne

PI 638 Plato: Selected Dialogues (F; 3)

A study of (at most) a half-dozen Platonic dialogues, chosen to suit the philosophical interests of instructor and students. For students with some background in Plato.

Offered Fall, 1982

Arthur R. Madigan, S.J.

PI 640 The Evolution of Greek Metaphysics (S; 3)

What is the root of the metaphysical impulse? How do metaphysical

systems grow? These questions will guide a study of Parmenides, Heraclitus, the Atomists, Plato, Aristotle, and Plotinus.

Arthur Madigan, S.J.

PI 642 The Critique of Historical Reason (S; 3)

This course will consider the question, "How is the history of philosophy to be thought?" After an initial consideration of the work of Wilhelm Dilthey we shall focus upon the conflict of approaches between the American school of the history of ideas and the French school of structural analysis. Finally, there will be an examination of what principles guide the appropriation of the history of philosophy by contemporary philosophers and historians.

Offered Spring, 1983

James Bernauer, S.J.

PI 645 Christian Existentialism: Pascal and Maracel (S; 3)

A thoughtful and intensive study and discussion of two little masterpieces Pascal's *Pensees* and Maracel's *The Philosophy of Existentialism*, emphasizing the issues of skepticism, values, self-knowledge, love, death, faith and freedom.

Peter J. Kreft

PI 650 Russian Cultural Philosophy (S; 3)

This course provides an historical, continuing survey of the various trends and developments in the pre-revolutionary, pre-Marxist Russian thinking. It seeks in every aspect of Russian thought the significance of culture for man and his social environment. A special attention will be given to the philosophy of Chaadaev, Lavrov, Chernyshevsky, and Dostoevsky.

Offered Spring, 1983

Joseph L. Navickas

PI 654 The Emergence of Reality (F; 3)

The theory of evolution profoundly affected the view of reality held in Western thought. The "process" an important impact upon psychology, literature and theology. This course will provide a critical study of major process thinkers—especially A.N. Whitehead—and compare their views with more traditional views concerning being.

Patrick H. Byrne

PI 657 Greek Ideas of the Divine (S; 3)

How much of our thinking about God do we owe to the Greeks? We will try to answer that question through an examination of the gods and the Good in Plato, of Aristotle's First Mover, and of the Plotinian One. Special attention will be paid to the way in which a philosopher's view of the divine affects his view of the human condition.

Offered Spring, 1983

Arthur R. Madigan, S.J.

PI 670 (Mc 670) (Sc 670) Technology and Culture (F; 3)

This course examines the philosophical, psychological, social, legal and economic sources, impact and direction of modern technology. Attention will focus upon the effects on the individual, society in general and on organizations. The student should expect to raise and analyze significant issues in these areas. A person taking this course should have at least an elementary understanding of some aspect of applied modern technology (e.g. computers, mass communications, etc.), and an interest in where society is and is going in virtue of this burgeoning technology.

William Griffith

PI 680 The Phenomenology of Edmund Husserl (F; 3)

A study of the major themes of Husserl's early works: intentionality, time-consciousness, the interplay of experience and language, seeing as interpretation. Emphasis will be placed upon the ontological implications of phenomenology.

Richard Cobb-Stevens

PI 682 Towards an Ontology of Language (F; 3)

An analysis of the problem of language focusing on recent European thinkers, including Heidegger and Merleau-Ponty. Offered Fall, 1982

William J. Richardson, S.J.

PI 683 Religion After Freud and Jung (F; 3)

A critical examination of the influences of Freud and Jung in the area of religious attitudes and values.

Offered Fall, 1982

William J. Richardson, S.J.

PI 686 Issues in Hermeneutics (F; 3)

A study of the major developments and problems that have emerged during the past fifty years in the field of hermeneutics.

William J. Richardson, S.J.

PI 693 Merleau-Ponty and the Problem of Self (F; 3)

A study of the major texts of Merleau-Ponty as they relate to the problems of the human self.

William J. Richardson, S.J.

PI 709 Foundations of Humanistic Psychology (F; 3)

An examination of the foundations of psychology in the light of twentieth-century existentialism and phenomenology.

William J. Richardson, S.J.

PI 710 The Sophist Tradition (F; 3)

An investigation of the rise of higher education in Greece with special attention to the questions that Platonic philosophy intends to answer.

Offered Fall, 1982

Hans-Georg Gadamer

PI 713 Key Texts in Aristotle (F; 3)

A close reading of texts from Aristotle's Ethics, Metaphysics and De Anima.

Offered Fall, 1982

Hans-Georg Gadamer

PI 728 Aristotle's Physics (F; 3)

Prerequisites: some previous and serious reading of Aristotle and a reading knowledge of a relevant language (Greek, Latin, German, French, Italian or Russian).

Now that natural science is frankly relativist and unabashedly probabilistic, how outmoded is Aristotle's cosmological vision? In the process of answering this question, we will want to look into the wealth of methodological detail to be found in this book and into Aristotle's fascinating accounts of space, time, motion, infinity, etc.

Offered Fall, 1982

Thomas J. Blakeley

PI 747 Problems in Metaphysics (S; 3)

A detailed analysis of J. Owens, *An Interpretation of Existence*. Consideration will be given to the Kantian and Post-Kantian aspects of this issue. Offered Spring, 1983

Norman J. Wells

PI 748 Social Philosophy in Hegel (S; 3)

A study of the social dimension in Hegel's thought in the Jena writings, the Phenomenology, and the Philosophy of Right.

Offered Spring, 1983

Oliva Blanchette

PI 750 Aristotle and Hegel (S; 3)

Despite his seeming modernity, Hegel dealt with all of the essential problems that exercised ancient thought. Our study of these two thinkers will aim at showing how Hegel's strange terminology hides the community of interests he shares with Aristotle.

Offered Spring, 1983

Thomas J. Blakeley

PI 751 Medieval Philosophy I: Augustine to Anselm (F; 3)

A detailed examination of the classical positions taken on Faith and reason, knowledge, God and man.

Offered Fall, 1982

Norman J. Wells

PI 752 Medieval Philosophy II: Bonaventure to Ockham (S; 3)

Continuation of the previous semester, PI 751.

Offered Spring, 1983

Norman J. Wells

PI 755 The Ontological Argument (S; 3)

An examination of the famous argument for the existence of God and the criticisms it has called forth from the time of St. Anselm to the present day.

Norman J. Wells

PI 757 Meaning And Logic (S; 3)

Logic has long been regarded as the foundation of philosophy. Yet twentieth century developments—most notably Gödel's incompleteness theorem—have raised serious questions concerning the foundations of logic itself. This course will demonstrate the significance of the problem of meaning—and especially the relevance of phenomenological investigations into the structure of meaning—for the crisis in the foundations of logic.

Offered Spring, 1983

Patrick H. Byrne

PI 760 St. Thomas Aquinas (S; 3)

An in-depth study, both historical and systematic, both synthetic and analytical, of the methodology, metaphysics, theology, cosmology, epistemology, psychology, ethics, politics, and philosophy of history of the greatest synthesizer of Biblical and classical wisdoms, of Moses, Christ, Plato, Aristotle, and Augustine.

Offered Spring, 1983

Peter J. Kreeft

PI 763 Introduction to the Phenomenological Method (S; 3)

This course presents an introduction to the phenomenological method as programmed by its founder, Edmund Husserl. After its historical and doctrinal antecedents in Descartes and Hume have been traced, the method's fundamental concepts and basic principles

will be examined in detail. Its doctrinal implications will be outlined in the philosophies of Husserl himself, Sartre, and Merleau-Ponty.

Offered Spring, 1983

Richard T. Murphy

PI 766 Medieval Epistemologies (F; 3)

An examination of the various doctrines of knowledge proposed in the Middle Ages by Bonaventure, Aquinas, Scotus and Ockham. Attention will have to be given to the Greek background of these issues in Plato and Aristotle as well as to the role of St. Augustine therein.

Offered Fall, 1982

Norman J. Wells

PI 770 From Religion to Philosophy (F; 3)

An exploration of the matrix of philosophy in the myth-centered and undogmatic religion of Greece with special attention to the Pre-Socratics and Plato.

Hans-Georg Gadamer

PI 780 The Perfection of the Universe According to Aquinas (F; 3)

A study of St. Thomas' dynamic concept of perfection and of the way he applies it to the universe in his philosophy of nature and of man as well as in his theology.

Offered Fall, 1982

Oliva Blanchette

PI 785 Critical Issues in Hegel's Phenomenology (F; 3)

The chief objectives of the present course are: (a) to locate the Phenomenology in the Hegelian system; (b) to identify the salient characteristics of Consciousness and Self-Consciousness, and especially those of Reason and Spirit; (c) to clarify the ambiguous and puzzling passages; (d) to re-examine the mutual implication of historicity and dialectics; (e) to investigate different forms of transition, especially the final transition from the Phenomenology to Logic.

Joseph L. Navickas

PI 796 Seminar: Hegel's Logic (F; 3)

A textual analysis of the first part of Hegel's System, starting from the Logic of Being and moving into the Logic of Essence, with special attention given to the method of Hegel's thought. Open only to graduate students.

Offered Fall, 1982

Oliva Blanchette

PI 797 Seminar: Hegel's Logic II (S; 3)

Textual analysis of the Logic of Concept as the culmination of Hegel's Logic leading into the Philosophy of Nature.

Oliva Blanchette

PI 799 Readings and Research (F, S; 3)

By arrangement

The Department

PI 800 Kant (S; 3)

A close reading of Kant's First Critique.

Offered Spring, 1983

Joseph L. Navickas

PI 801 Thesis Seminar (F, S; 3, 3)

By arrangement

The Department

PI 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

PI 808 Law and State in Hegel and Marx (S; 3)

An examination of Hegel's *Philosophy of Right* in relationship to both Marx's early analysis of that work and his later theory of society. Also, consideration will be given to the contractual tradition and its analysis of law and state.

Offered Spring, 1983

David M. Rasmussen

PI 810 Kant's Critical Philosophy (F; 3)

In the *Critique of Pure Reason* Kant defines the limits of coherent and valid thinking about experience and reality. This course will essay to present the genuine analytical and critical achievement of Kant's work. Emphasis will be placed on Kant's critical and transcendental idealism as a metaphysics of experience.

Offered Fall, 1982

Richard T. Murphy

PI 817 Aristotle's Posterior Analytics (F; 3)

In his *Posterior Analytics* Aristotle develops his notion of science which becomes that of Western civilization far into modernity. We examine what he means by demonstration, by the establishment of

premises, by definition and by causal inference. We will also develop how a misunderstanding on a series of points established the point of departure for modern methodology in Bacon and others.

Offered Fall, 1982 Thomas J. Blakeley

PI 822 Marx's Early Thought (F; 3)

The course will be a Seminar on the development of Marx's Early Thought concentrating on the period between 1842 and 1846. Textual study will be emphasized.

David M. Rasmussen

PI 826 Wittgenstein, Ryle, Austin (S; 3)

Prerequisite: PI 423

The major part of this course will take the form of a workshop whose aim is to provide a unified and coherent introduction into the thought of Ludwig Wittgenstein. Some possible implications of Wittgenstein's approach and method of philosophizing will be investigated by examining certain major works of Gilbert Ryle and J. L. Austin. PI 423 or an equivalent introductory course in analytic philosophy is a desirable prerequisite.

Offered Spring, 1983 Richard T. Murphy

PI 828 Hegel-Heidegger (S; 3)

An analysis and comparison of the major themes of Hegel and Heidegger.

Offered Spring, 1983 Jacques M. Taminiaux

PI 830 Husserl and Transcendental Phenomenology (F; 3)

Husserl's development of a transcendental phenomenology will be examined in relation to Kant's transcendental idealism. Then Hume's contribution to Husserl's radical subjectivism will be evaluated in light of Husserl's criticism of Kant.

Offered Fall, 1982 Richard T. Murphy

PI 840 Aesthetics (S; 3)

An analysis of contemporary aesthetic theories and their application to the history of painting, music and architecture.

Offered Spring, 1983 Joseph Flanagan, S.J.

PI 841 The Structure of Finite Being (S; 3)

A detailed analysis of the famous controversy on essence and existence and the problem of their distinction. The role of Suarez as an historian and critic of the "real distinction" will be examined.

Offered Spring, 1983 Norman J. Wells

PI 845 Husserl and Merleau-Ponty (S; 3)

Beginning with a description of the phenomenological method itself this course will contrast the theories of reduction formulated by Husserl and Merleau-Ponty. From this contrast will emerge the conflicting views of both philosophers on the pivotal notion of the pre-reflective consciousness or Cogito.

Offered Spring, 1983 Richard T. Murphy

PI 850 Cultural Hermeneutics (F; 3)

This course will examine the emergence and development of contemporary hermeneutical theories during the nineteenth century. The notions of "historicity" and "linguisticity" will be traced from Hegel up through Heidegger and Gadamer.

Offered Fall, 1982 Joseph Flanagan, S.J.

PI 852 Sartre and the Soviets (S; 3)

The relationship between the most renowned existentialist and the most widespread descendant of Marx is unique in the annals of human thought in that each denies that the other is "genuine Marxism" while claiming to know "what Marx really meant". An examination of Sartre's *Critique of Dialectical Reason* reveals what he sees wrong with Marxism-Leninism and how he reconstructs Marx. A number of Soviet responses to this critique and reconstruction will be examined.

Offered Spring, 1983 Thomas J. Blakeley

PI 855 Seminar: Heidegger I (F; 3)

A close textual analysis of *Being and Time*, focusing on Heidegger's epochal insights on man, world, time and being.

Thomas J. Owens

PI 856 Seminar: Heidegger II (S; 3)

A continuation of PI 855, open only to students participating in that course.

Thomas J. Owens

PI 862 The Religious Thought of Kierkegaard (S; 3)

Kierkegaard offers us new insights, new categories, original ap-

proaches to the problems of Faith vs. Reason; of Truth, of personal growth, of the encounter with Transcendence, etc. The course will be conducted partly by lecture, partly by seminar and discussion. It will study such works of Kierkegaard as *Fear and Trembling*, *Philosophical Fragments*, *Concluding Unscientific Postscript* and *Sickness unto Death*.

PI 865 Husserl and Hume (F; 3)

This course will offer a historical and doctrinal study of Edmund Husserl's relations to David Hume. It will show that Husserl moved away from Kant to Hume so that for the later Husserl the problem is to found the sense of the "world" in the evident intentional life of the concrete ego. It will be asked whether Husserl was any more successful than Hume in escaping transcendental solipsism.

Offered Fall, 1982 Richard T. Murphy

PI 875 Husserl and Brentano (F; 3)

This course will introduce Edmund Husserl's phenomenology by investigating his historical and doctrinal connections with his most influential teacher, Franz Brentano. For Husserl began to formulate a "pure" phenomenology as he broke away from Brentano's psychology. Yet, Brentano's impact at this crucial juncture seems measurable. This investigation will focus on the empiricist orientation to be discerned in both philosophers. Accordingly, some attention will be given to the role classical British empiricism played in these developments.

Richard Murphy

PI 876 The Logic of Possibility (F; 3)

An examination of classical positions on Divine Omnipotence and the consequences for the meaning of possibility. For example: Are things possible because God can produce them? Or is God able to produce them because things are possible? The positions of Avicenna, Anselm, Aquinas, Scotus, Descartes and others will be discussed.

Offered Fall, 1982 Norman J. Wells

PI 877 Religion and Psychoanalysis (F; 3)

A study of the shifting relations between the fields of religion and psychoanalysis during the twentieth-century.

Offered Fall, 1982 William J. Richardson, S.J.

PI 880 Oriental Religions (S; 3)

The single fundamental question of oriental religions—the question of self-identity—will be examined in its Hindu, Buddhist, Taoist, and Zen manifestations, using both primary (scriptual) sources and Western interpreters.

Offered Spring, 1983 Peter J. Kreeft

PI 885 Marxist-Leninist History Of Philosophy (S; 3)

Within the Marxist-Leninist universe, the history of philosophy serves not only for self-definition but also and above all for identification of the enemies, be these positivist, idealist, neo-Thomist, phenomenologist or analyst. This seminar will examine the principles of Marxist-Leninist history of philosophy and will show how these apply concretely to the "ideological fight" with each opponent. No central philosophic problem escapes these confrontations.

Thomas J. Blakeley

PI 895 The Philosophy of Merleau-Ponty (S; 3)

This course will begin with an introduction to the phenomenological method. The philosophical development of this method by Merleau-Ponty will be presented in detail. The implications of this development in such areas as aesthetics, politics, and language will be treated.

Offered Spring, 1983 Richard T. Murphy

PI 912 Phenomenology of Aesthetics (S; 3)

An analysis of the aesthetic theories of the major phenomenological thinkers.

Offered Spring, 1983 Jacques M. Taminiaux

PI 922 Heidegger and Phenomenology (F; 3)

An investigation of Heidegger's Thought in its relationship to the phenomenological movement.

Offered Fall, 1982 Hans-Georg Gadamer

PI 930 Critical Theory (F; 3)

An investigation of Critical Theory as it occurs in the so-called Frankfurt School. We will examine the foundations of Critical Theory in

Marx and the developments of Critical Theory in Adorno, Horkheimer and Habermas.
Offered Fall, 1982

David M. Rasmussen

PI 933 Justice and Equality (S; 3)

An examination of various theories of justice in the light of social theory. In addition to some of the classical theories special attention will be given John Rawls's *A Theory of Justice* along with contemporary theories of distributive justice. Some attempt will also be made to see whether such theories are relevant to our historical social reality.

Offered Spring, 1983

Oliva Blanchette

PI 935 Materialism, Dialectical and Historical (F; 3)

Historical materialism, or the "materialist concept of history", is the core of Marxism. Dialectical materialism is Engel's contribution to filling out this core of Marxism. We will begin with the central categories of histomat: the forces and means of production, base and superstructure, ideology, class conflict and class consciousness, revolution and final Communism.

Offered Fall, 1982

Thomas J. Blakeley

PI 936 Capital: Volume I (S; 3)

A seminar on Volume One of *Capital*. The course will concentrate both on the methodology of *Capital* and the significance of the work for social philosophy.

David M. Rasmussen

PI 950 Social Phenomenology (F; 3)

An examination of the phenomenological tradition of social thought as it is represented by the problems of the later Husserl and as it is developed by Alfred Schutz.

Offered Fall, 1982

David M. Rasmussen

PI 953 Modern Social Philosophy (S; 3)

The course will concentrate on the foundations of social philosophy in modern thought. The five traditions that inform modern social thought will be examined, namely, the contractual, the empirical, the utilitarian, the idealistic and the dialectical.

Offered Spring, 1983

David M. Rasmussen

PI 961 Seminar: Bioethics (F; 3)

A critical examination of the relation between technology and medicine and its ramifications in health care with special concentration on issues where this relation seems most crucial, such as specialization, transplant surgery, experimentation and health care management.

Offered Fall, 1982

Oliva Blanchette

PI 965 Ethical Theory (S; 3)

A critical examination of the ethical theories of Plato, Aristotle, Augustine, Aquinas, Kant and Scheler.

Offered Spring, 1983

Joseph Flanagan, S.J.

PI 966 De Anima: Aristotle and Aquinas (F; 3)

The issue is rational psychology and the thesis is that nowhere was it better developed than in the work of "the Philosopher" and his main medieval commentator. We will concentrate on Aristotle's book on the soul and on Aquinas' similarly named work. Seminar work will be done on the nature of the soul, its functions, its destiny; as well as on what has become of all these questions in the centuries since the heyday of rational psychology.

Offered Fall, 1982

Thomas J. Blakeley

PI 970 Logic and World (S; 3)

Kant, Husserl, and the early Wittgenstein saw in logic the "key" to an insight into the essential structure of the world. Their appeal to logic as "mirror of the world" will be examined and evaluated. Then, an over-all critique will undertake to assess the feasibility of a transcendental logic. Some acquaintance with the three philosophers mentioned, especially Kant, would be helpful, but is not an absolute prerequisite.

Offered Spring, 1983

Richard T. Murphy

PI 979 The Materialist Conception of History (S; 3)

The materialist conception of history succeeded the idealist conception of history which, in turn, had displaced the Christian vision. We will examine—in a seminar format—the various dimensions of the "turn to history" in the neo-Augustinianism of the late Middle Ages, in various Renaissance thinkers (the "utopians"), in some "pre-mod-

ern mystics", in German idealism, in neo-Kantianism and, finally, in Marxism and neo-Marxism.

Offered Spring, 1983

Thomas J. Blakeley

PI 984 Husserl (F; 3)

An analysis of the background and key texts involved in the origin and development of the phenomenological method.

Offered Fall, 1982

Hans-Georg Gadamer

PI 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Physics

Faculty

Professor Robert L. Carovillano, Chairman of the Department A.B., Rutgers University; Ph.D., Indiana University

Professor Joseph H. Chen, B.S., Saint Procopius College; Ph.D., University of Notre Dame

Professor Baldassare Di Bartolo, Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology

Associate Professor Robert L. Becker, B.S., Missouri Schools of Mines; M.S., Ph.D., University of Wisconsin

Associate Professor George J. Goldsmith, B.S., University of Vermont; M.S., Ph.D., Purdue University

Associate Professor Francis McCaffrey, B.S., Providence College; Ph.D., University of Notre Dame

Associate Professor Solomon L. Schwobel, B.S., City College of New York; M.S., Ph.D., New York University

Associate Professor Rein A. Uritam, A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Assistant Professor John H. Kinnier, S.J., B.S., A.B., A.M., Boston College; M.S., Catholic University of America; S.T.L., Weston College

Assistant Professor Francis A. Liuima, S.J., M.S., Boston College; Ph.D., St. Louis University

Research Professor Pradip M. Bakshi, B.S., University of Bombay; A.M., Ph.D., Harvard University

Research Professor Robert H. Eather, B.Sc., Newcastle, University College of the University of South Wales; Ph.D., University of South Wales

Research Professor Gabor Kalman, D.Sc., Israel Institute of Technology

Research Associate and Lecturer Dennis Pacheco, A.B., Brown University; M.S., Ph.D., Boston College

Program Description

The Department offers comprehensive programs of study and research leading to the degrees Master of Science (M.S.), Master of Science in Teaching (M.S.T.), and Doctor of Philosophy (Ph.D.). Courses emphasize the basic principles of physics and prepare students to choose a major field of concentration according to their interests and abilities. Students intending to undertake experimental research are expected to develop, primarily on their own initiative, the special technical skills required of an experimentalist. Students intending to undertake theoretical research need not develop laboratory skills, but are expected to demonstrate by outstanding achievements in course work their special aptitude for analysis.

Master's Program

Each candidate for a master's degree must pass a qualifying examination (Master's Comprehensive) administered by the department and meet specified course and credit requirements. The qualifying examination shall be prepared by a committee of at least three faculty members appointed by the chairperson and normally shall be administered each September. This committee shall evaluate the qualifying examinations in conjunction with the graduate faculty. Normally no more than three (3) credits of Ph 799 Readings and Research may be applied to any master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper but no thesis.

M.S. With Thesis

This program requires thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (Ph 801). Required courses include: Ph 711, Ph 721, Ph 732, Ph 741 and Ph 707-708. The qualifying examination is essentially based on the contents of the first four of these courses and is normally taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty. A submitted thesis shall have at least two faculty readers, including the director, assigned by the chairperson. The thesis is accepted after the successful completion of a public, oral examination conducted by the readers.

M.S. Without Thesis

This program requires thirty-six (36) credits of course work. The same course and qualifying examination requirements for the M.S. with thesis apply here except that in addition the courses Ph 722, Ph 733, and Ph 742 are required.

M.S.T. Degree

This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will normally include two of the courses: Ph 711, Ph 721, Ph 732, Ph 741. The M.S.T. qualifying examination in physics will be based upon the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. The student must also satisfy requirements of the Department of Education, whose listings should be consulted for information.

Doctor's Program

A student normally enters the doctoral program upon faculty recommendation after passing the M.S. qualifying examination. Students entering Boston College with previous graduate experience may be exempted from the qualifying examination by recommendation of the Graduate Affairs Committee with approval by the chairperson. Unless a waiver is granted, a student wishing to enter the doctoral program must pass the qualifying examination.

Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the chairperson of this major field selection and the chairperson shall appoint, with the approval of the department, a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are: Ph 722, Ph 733, Ph 742 and an additional distributional requirement of four courses chosen in four distinct areas from the graduate offerings of the department or from other graduate departments with approval of the chairperson.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examinations

Within two years of entering the doctoral program, each student must take the comprehensive examinations, normally offered each Sep-

tember. These examinations consist of two parts: the Generals and the Special Field Examination. The Generals are a written examination prepared by a faculty committee of three announced by the chairperson and based essentially on the courses Ph 722, Ph 733, and Ph 742.

The Special Field Examination is prepared by the student's Doctoral Committee and consists of a written part and an oral part. This examination is based upon a course of study worked out between the student and the Doctoral Committee designed to prepare the student broadly in topics that relate to the special field.

The comprehensive examinations are evaluated by the faculty committee in charge with the approval of the graduate faculty. A student becomes a doctoral candidate upon fulfilling the departmental comprehensive examination requirements.

Thesis

In consultation with the Doctoral Committee each student must submit the completed Outline of Thesis form to the chairperson. An open meeting shall be scheduled at which the student shall discuss the thesis proposal. The Doctoral Committee with the approval of the chairperson shall decide upon accepting the proposal.

The chairperson shall recommend to the Dean the appointment of a Doctoral Thesis Committee consisting of at least three faculty members (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

General Information

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the chairperson.

A variety of theoretical studies are conducted within the department in areas such as space physics, plasma physics, and astrophysics; elementary particles, high energy physics, and current algebras; the theory of "elementary interactions" as applied to classical and quantum physics; solid state and mathematical physics.

Experimental programs are mainly in solid state and magnetospheric physics. Research in solid state physics includes: crystal field studies using spin resonance, spectroscopic and Mössbauer techniques; absorption and fluorescence spectroscopy of solids; energetic radiation effects on the dielectric and optical properties of ionic crystals; electroreflectance in semi-conductors; transport properties of alloys; optical and electrical properties of plasmas in solids. Research is conducted in the field of gas kinetics by means of flash photolysis techniques. Magnetospheric research includes a variety of experimental projects and related data analysis efforts. These include auroral and airglow physics; space charge effects in satellite environments; electric current and field configurations at high latitudes; and radar studies of the upper atmosphere and ionosphere.

Boston College is a participating institution for available government fellowships and grants. The department also offers scholarship and teaching assistantship aid to qualified students. Student research assistantships are often available to advanced students in space physics and solid state physics during the summer as well as the academic year.

A diagnostic examination is administered to all entering students to assist in preparing course schedules and detecting deficiencies that should be remedied.

Foreign students are required and other applicants are encouraged to take the G.R.E. Aptitude Test and Advanced Test and to have the scores submitted as part of their application.

Course Offerings

With approval, courses numbered in the 600's may be elected by graduate students for credit.

Ph 610 Coherent Optics and Lasers

A course at the advanced undergraduate and graduate level; Huygen's principle, Fourier transforms, array theorem; image formation and

impulse response, resolution, the transfer function, diffraction and interference with partially coherent light, image formation with coherent light, coherent optical data processing, holography, various types of lasers and their applications.

Ph 615 Astrophysics Cosmology

The overall structure of the Universe: galaxies, clusters, stars. Outlines of general relativity. Principles of stellar evolution. Hydrostatic equilibrium, radiative transfer, nuclear processes. Late phases of stellar evolution: White dwarfs and neutron stars. Black holes. Pulsars. Galactic structure. Quasars. Cosmological theories and their tests.

Graduate Courses

Ph 700 Physics Colloquium (F, S; no credit)

A weekly discussion of current topics in physics. No academic credit; no fee.

Ph 707-708 Physics Graduate Seminar I, II (F, S; 1, 1)

Discussion of special problems and topics from the current literature.
Baldassare DiBartolo
Robert Becker

Ph 711 Classical Mechanics (F; 4)

Lagrange's and Hamilton's equations; principle of Least Action; invariance principles; rigid body motion; canonical transformations; Hamilton-Jacobi theory; special theory of relativity; small oscillations; continuous media.
Rein A. Uritam

Ph 721 Statistical Physics I (F; 3)

The classical laws and concepts of thermodynamics with selected applications; kinetic and statistical basis of thermodynamics; H-Theorem; the Boltzmann transport equation; transport phenomena.
Solomon Schwobel

Ph 722 Statistical Physics II (S; 3)

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; selected applications.
Solomon Schwobel

Ph 732 Electromagnetic Theory I (S; 4)

Physical basis for Maxwell's equations; electrostatics and magnetostatics; multipole moments; energy and momentum conservation for the electromagnetic field; wave phenomena; point charge motion in external fields.
Gabor Kalman

Ph 733 Electromagnetic Theory II (F; 4)

Radiation theory; gauge choices and transformations; Lienard-Wiechert potentials; dispersion and scattering theory; special theory of relativity; covariant electrodynamics; spin and angular momentum of the electromagnetic field; selected applications.
Gabor Kalman

Ph 741 Quantum Mechanics I (S; 4)

Fundamental concepts; bound states and scattering theory; the Coulomb field; perturbation theory; angular momentum and spin; symmetry and the Pauli principle.
Pradip M. Bakshi

Ph 742 Quantum Mechanics II (F; 4)

Interaction of radiation with matter; selection rules; second quantization; Dirac theory of the electron; scattering theory.
Pradip M. Bakshi

Ph 799 Readings and Research in Physics (F, S; credits by arrangement)

By arrangement
The Department

Ph 801 Physics Thesis Research (F, S; 3, 3)

A research problem of an original and investigative nature.
By arrangement
The Department

Ph 802 Physics Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Research but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.
By arrangement
The Department

Ph 835 Mathematical Physics I (F; 3)

Matrix algebra, linear vector spaces, orthogonal functions and ex-

pansions, boundary value problems, introduction to Green's functions.
Pradip Bakshi

Ph 836 Mathematical Physics II

Green's functions, complex variables, linear operator theory and other topics.

Ph 847 Solid State Physics (F; 3)

Periodic structures of solids, lattice waves, electron states, electron-electron interaction, transport properties, optical properties, the Fermi surface, magnetism and superconductivity.
Baldassare Di Bartolo

Ph 860 Plasma Physics (F; 3)

Basic concepts of plasma physics; Debye length and plasma oscillations; ionized fluid flow equations; the hydromagnetic approximation; Alfvén waves; selected applications of astrophysical and geophysical importance.
Gabor Kalman

Ph 870 Space Physics (S; 3)

A selection of current research topics in space physics, such as: magnetospheric structure; the aurora; wave-particle interactions; principles of convection and reconnection; magnetospheric-ionospheric coupling.
Robert L. Carovillano
Robert H. Ether

Ph 880 Astrophysics

Summary of observed stellar properties. Principles of the evolution of stars. Energy generation, radiative transfer, hydrostatic equilibrium. Late phases of stellar evolution: white dwarfs, neutron stars. Radio emission from the sun and pulsars. Plasma astrophysical problems.

Ph 930 Advanced Topics in Solid State Physics

Prerequisite: Ph 847 or the equivalent.
The topics studied depend upon the interests of the students.

Ph 950 Group Theory

Basic concepts; point symmetry groups; selected applications in quantum and elementary particle theory.

Ph 970 Quantum Mechanics III

Formal theory of scattering of Dirac particles; quantum electrodynamics; S-matrix theory, generalized symmetry principles and conservation laws.

Ph 975 Many Body Physics

An introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems and on modern approximation methods. Noninteracting and interacting Fermi and Bose systems; electronegas, nuclear matter, etc.; superconducting Fermi systems; response functions; many body Green function methods.

Ph 980 Elementary Particle Physics (S; 3)

Properties and systematics of elementary particles; scattering, decays, resonances. Symmetry principles, classification schemes; theory of strong, weak and electromagnetic interactions, dispersion relations, field theory and recent developments.
Rein A. Uritam

Ph 990 Topics in Physics

Topics in theoretical or experimental physics. This course will be given in accordance with the current research interests, activities and needs of the students and faculty of the Department.

Ph 992 Advanced Topics in Mathematical Physics

Emphasis will be on systematic development of mathematical techniques, with wide-ranging applications to important physical problems serving to illustrate the underlying essential common features. Particular topics to be covered will depend on the interests of the audience.

Ph 999 Physics Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition

must be paid for courses formally audited or taken for credit. Doctoral candidates must enroll each semester.

Political Science

Faculty

Professor David Lowenthal, A.B., Brooklyn College; B.S., New York University; A.M., Ph.D., New School for Social Research

Professor Marvin C. Rintala, A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Professor Robert Scigliano, A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Professor Peter S.H. Tang, A.B., National Chengchih University; A.M., Ph.D., Columbia University

Professor Robert K. Woetzel, A.B., Columbia University; Ph.D., Oxford University; J.S.D., Bonn University; Certificate, Hague Academy of International Laws

Associate Professor Gary P. Brazier, B.S., Southern Illinois University; Ph.D., University of Minnesota

Associate Professor Christopher J. Bruell, A.B., Cornell University; A.M., Ph.D., University of Chicago

Associate Professor Donald S. Carlisle, A.B., Brown University; Ph.D., Harvard University

Associate Professor Robert K. Faulkner, A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

Associate Professor Donald L. Hafner, A.B., Kalamazoo College; Ph.D., University of Chicago

Associate Professor Marc K. Landy, A.B., Oberlin College; Ph.D., Harvard University

Associate Professor David R. Manwaring, Chairman of the Department
A.B., A.M., University of Michigan; Ph.D., University of Wisconsin

Associate Professor Kay L. Schlozman, A.B., Wellesley College; A.M., Ph.D., University of Chicago

Assistant Professor Dennis Hale, A.B., Oberlin College; Ph.D., City University

Assistant Professor Susan M. Shell, B.A., Cornell University; Ph.D., Harvard University

Instructor Rolf G. Wichmann, B.A., M.A., University of California at Berkeley

Program Description

The department of Political Science offers both the master's and the doctor's degree. A comprehensive and varied curriculum is available, with an unusual blend of philosophical and practical concerns.

Master of Arts Degree

The Political Science Department awards its own master's degree and also participates in the American Studies M.A. program and in the M.A.T. program with the School of Education. The first requires successful completion of thirty graduate credits (ten courses) and a comprehensive examination. The second does not require more than twelve credits in political science (without a thesis), the other twelve being taken in American literature, history, sociology, economics or philosophy. The option of writing a thesis also exists, which counts as the equivalent of two courses. The M.A.T. program requires no more than fifteen credits in political science, the fifteen being taken in the School of Education. Candidates for the M.A. in political science must ordinarily take at least one course in each of three of the four fields within the discipline. With the approval of the chairperson a limited number of related courses in other departments may be taken as well.

Doctor of Philosophy Degree

The department of Political Science offers the doctorate in the four basic areas of Political Science: American Politics, Comparative Politics, International Politics, and Political Theory. The satisfactory completion of sixteen courses, preliminary and comprehensive examinations, an examination in at least one language, and a dissertation is required for the degree. It is expected that a student with the bachelor's degree will be able to complete all doctoral requirements in about four years. About five students are admitted each year.

Doctoral candidates are expected to major in one area of political science and choose minors in the other three areas (one of which can be replaced by offerings from other departments, including a second language).

Applicants for the department's doctoral program should complete their applications as early as possible, but not later than March 1; should provide for three letters of recommendation, and should forward a sample of their written scholarship.

Graduate Record Examination

All candidates for the M.A. and Ph.D. in Political Science are required to submit both the Graduate Record Examination aptitude and advanced scores. Candidates for the M.A. in American Studies with a concentration in Political Science are required to submit the Graduate Record Aptitude scores only.

Graduate Assistantships

A number of assistantships, with substantial stipends (as well as tuition remissions), and a few tuition remissions are available for outstanding Ph.D. candidates.

Course Offerings

American Politics

Po 302 American National Government (S; 3)

This is a survey of American national government and politics. Among the topics treated are: the constitutional founding, Congress, the Presidency, the Supreme Court, political parties and elections, and civil liberties and equality. An intensive core course; not open to freshmen.

Robert Scigliano

Po 303 The Modern Presidency (F; 3)

An investigation of the development of the Presidency in the Twentieth Century. Special attention will be given to the manner in which the activist presidents from Teddy Roosevelt to Jimmy Carter have attempted to reconcile the role of domestic steward with that of world leader. Note: Not open to students who have taken Po 304.

Not offered 1981-82

Marc Landy

Po 304 American Presidency (S; 3)

An examination of the American Presidency in the views and actions of major Presidents; in electoral politics; and in relations with Congress, the courts, and the executive bureaucracy. Special attention will be given to an analysis of styles of Presidential leadership. Note: Not open to students who have taken Po 303.

Not offered 1981-82

Robert Scigliano

Po 305 State and Local Government (F; 3)

Analysis of state constitutions, legislative, executive, and judicial organization and procedures; political parties, political interest groups and elections; state-local government relations; personnel, finance, and major functions.

Offered 1982-83

Gary P. Brazier

Po 307 American Parties and Elections (F; 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the life and death of party machines, the role of the media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of the issues, personalities and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders.

Kay Schlozman

Po 308 Public Administration (S; 3)

This is a general survey of the theory and practice of administration in the public sector. Among the topics treated are: theories of organization and administration, leadership, communication, budgeting, administrative law, personnel practices, and public unionism. Special emphasis will be placed upon encouraging the student to develop an understanding of the problems and potential of administration in public organizations.

Dennis Hale

Po 309 The Legislative Process (F; 3)

This course examines the policy making process in American legislatures. It focuses primarily on the U.S. Congress. The course attempts to assess the impact of the following factors on the legislative process: committee structure, interest groups, individual personality, established procedure, legislative elections, legislative staff, the Executive, and party leadership.

The Department

Po 310 Politics and the Administration of Justice (S; 3)

Intensive treatment of legal, political and moral issues in the American system of criminal justice, with particular emphasis on the constitutional rights of criminal defendants and various factors (congestion, plea-bargaining, etc.) which affect the viability of those rights. A discussion section will be run for graduate students, given sufficient demand. Not open to students who have taken Po 313-314.

David R. Manwaring

Po 311 Urban Politics (F; 3)

This is a general survey of the political institutions, decision-making processes, and public policies of urban areas. Among the topics treated are: the economic and political development of the urban community; the nature of political cleavage and conflict in urban areas; the institutions and decision-making processes of urban governments; the public policies of the cities; and an assessment of political alternatives for the governing of urban areas.

Dennis Hale

Po 313 Political Life in American Democracy (F; 3)

This course will consider the political life of the ordinary American citizen focusing upon such questions as how citizens learn about the political system, how they participate in political life and what they think about political issues. Attention will be given to the special concerns and approaches of certain politically relevant social groups such as students, blacks, women, and white workers. Special emphasis will be placed on the question of how much difference the preferences and opinions of ordinary citizens should and do make in American democracy.

Not offered 1981-82

Kay Schlozman

Po 316 Topics in American Politics: The President, Congress and the War Power (S; 3)

A study of the role of the President and Congress in foreign policy, particularly with respect to the use of military force. The course considers the intention of the Founding Fathers and political practice from the late eighteenth century to the present.

Robert Scigliano

Po 319 National Security Policy (F; 3)

An analysis of basic security policy issues facing the United States in a nuclear world, with specific reference to such contemporary matters as current nuclear strategic policy, arms limitation, American military commitments abroad, and the relationship of the military to a democratic society. (Fulfills departmental distributional requirement in either American or International Politics.)

Donald L. Hafner

Po 320 Debates on Civil Liberties (S; 3)

Instructors will debate policy alternatives in the area of church-state relations, freedom of speech and press and defendant's rights. Historical, legal and philosophical materials are used to explicate these issues. Particular attention is paid to problems raised by school prayers, aid to church schools, obscenity, revolutionary political groups, and police interrogation and surveillance. A discussion section will be run for graduate students. Intensive core course; not open to freshmen.

Not offered 1981-82

David Lowenthal
David R. Manwaring**Po 321 American Constitutional Law (F; 3)**

The evolution of the American Constitution through Supreme Court

decisions is studied, with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights.

David R. Manwaring

Po 324 Federal Administration (S; 3)

This course will be devoted to an examination of the politics of public organization and administration at the level of American national government. Special consideration will be given to the political relationships involving the President, federal agencies, Congress, and private interest groups. An underlying theme of the course will be an assessment of the political problems inherent in policy implementation, policy change, and accountability in the federal bureaucracy.

Offered 1982-83

Dennis Hale

Po 325 Intergovernmental Relations (F; 3)

An analytical survey of theories, institutions, and forces that shape the distribution and utilization of governmental power within the United States federal system. Particular attention given national-state-local relations and the emerging problems of area and administration.

Offered 1983-84

Gary P. Brazier

Po 327 Politics and Policies in Metropolitan Areas (F; 3)

An investigation of the politics and administration and characteristic problems of metropolitan areas. Special consideration given to the impact of shifting populations on such public policies as land use, housing, welfare, education, and law enforcement.

Gary P. Brazier

Po 328 Women in Politics (S; 3)

In this course various aspects of women's experiences in political, economic and social life will be examined in order to understand how citizens who share common experiences and interests gain awareness of those interests and become a politically relevant force. Attention will be paid to the woman's movement both as it emerged during the 19th century and as it is developing today.

Not offered 1981-82

Kay Schlozman

Po 329 American Political Ideas and Institutions (F; 3)

The course has two themes: basic ideas underlying American political institutions, and defenses and critiques of those institutions. The first theme is examined in some of the writings of Jefferson and Lincoln, and the second theme is examined, more extensively, in *The Federalist* and works by Walter Bagehot, Woodrow Wilson, Charles Beard, and a contemporary author.

Robert Scigliano

Po 330 The Politics of Health and Welfare (S; 3)

Not offered 1981-82

The Department

Po 332 The "Great Rights": The First Amendment and American Democracy (S; 3)

Intensive consideration of two distinctly American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will also be devoted to political and social impact of these principles and recent political controversies which they have fostered.

Offered 1982-83

David R. Manwaring

Po 334 The Politics of Energy and the Environment (S; 3)

This course assesses the impact of politics upon environmental control and energy development. Among the specific policy areas which it examines are: air and water pollution, hazardous waste disposal, land use, coal, oil, electricity production and nuclear energy.

Marc Landy

Po 336 Pressure Groups: Private Power and the Public Interest (S; 3)

This course will examine the nature of private interest groups and their role in the formation of public policy. Special attention will be paid to the degree to which the public interest is served—or is not served—by the process of competition between such groups. Extensive use will be made of case studies such as the politics of medicare, pollution, and corporate regulation.

Kay Schlozman

Po 338 Judicial Process (S; 3)

A study of the American judicial process from the initiation of cases

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to their final determination. Special attention will be given to the tensions between the judiciary and the other branches of government and, consequently, to the question of the proper place of judges in a democratic political system.

Not offered 1981-82

Robert Scigiano

Po 339 Public Policy (F; 3)

A systematic study of the determinants, content and outcomes of public policy making in the United States and of the methods which have been developed for analyzing policy formation in specific public program areas. Special attention will be paid to evolutionary trends in policy making and their likely effects upon the future scope and substance of governmental activity.

Marc Landy

Po 341 Representation (F; 3)

Not offered 1981-82

Robert Scigiano

Po 343 Politics and Inequality (F; 3)

This course will consider the nature of political and social inequality and its relation to politics. Various bases of inequality—race, sex, class, age, caste—will be discussed. The course will also examine political demands for equality and the ways in which modern governments intervene in society to promote equality. Although illustrative materials will be drawn mainly from American politics, other nations—traditional and modern—will be discussed as well.

Not offered 1981-82

Kay L. Schlozman

Po 345 Citizenship (F; 3)

A study of citizenship in the American political system: the Constitution, Supreme Court decisions, and so forth. Research papers into aspects of citizenship will be assigned.

Robert Scigiano

Po 352 Urban Politics Seminar (S; 3)

Seminar in Political Biography. This seminar will study urban politics by studying the lives of city politicians, as recorded in biographies and autobiographies. Primarily these will be studies of mayors, but some lesser office-holders (aldermen, ward leaders, etc.) and some higher office-holders (governors) will be included for comparison. The study of political biography will provide an opportunity to study the motives, personalities, and careers of politicians at the level of local government; the cities themselves; and the institutional and political framework of city government. Subjects will include the following: James M. Curley of Boston; Al Smith, Fiorello LaGuardia, Robert Wagner, John Lindsay, William Tweed, and Carmine DiSapio, all of New York City; Ed Crump of Memphis; Tom Pendergast of Kansas City; Cermak and Daley of Chicago; Huey Long of Louisiana; Richard Lee of New Haven; and Kevin White of Boston.

Dennis Hale

Po 354 Public Administration Seminar (S; 3)

This will be an advanced undergraduate seminar for those students wishing to pursue the subject of public administration beyond the introductory level. Among the topics to be considered are the following: the theory of administration; public administration as a government function and as a scholarly discipline; the nature of modern bureaucracy; the expanding apparatus of the central state; public budgets; recruiting and managing personnel in public agencies; and the distinctions among federal, state, and city administration. Readings will draw on case studies, scholarly journals, and the most recent books in the field. Prerequisite: Po 308, Po 324, or permission of instructor.

Not offered 1981-82

Dennis Hale

Po 355-356 Internship Seminar: Policy and Administration in State and Local Government (F, S; 6, 6)

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities.

Juniors and seniors selected on the basis of fitness for assignment to public offices.

Gary P. Brazier

Po 358 Comparative State Legislatures (S; 3)

This course examines the current effort to move beyond case studies of individual state legislatures to a broader and more theoretical comparative approach. Topics will include: characteristics of individual

legislators, committee systems, the "professionalization" of state legislatures, state legislative elections, the impact of legislative procedures on policy outcomes, and the attempt to assess the performance of state legislatures.

Not offered 1981-82

Po 364 The New Deal: A Transformation of American Politics and Public Policy (S; 3)

An examination of the New Deal in terms of American political development. It includes an intensive examination of the specific political and policy developments and debates of the period and of the role of FDR's political leadership in shaping those developments.

Not offered 1981-82

Marc Landy

Po 366 Political Economy and Public Policy (S; 3)

This seminar examines the contribution of a selected group of contemporary economists to debates about the purposes of public policy and the appropriate means for achieving those purposes. Specific topics to be analyzed include: economic growth; regulation of business; planning; inflation; income redistribution and the public use of private incentives.

Marc Landy

Po 371-372 Women in Political and Governmental Careers (F, S; 3, 6 undergraduate; 3, 3 graduate)

A year-long program designed to encourage and educate women in the intricacies and realities of the political world and to develop the skills necessary to seek appointive or elective office and employment in local, state or national government. Entry into this special program is by permission of the instructor.

Betty Taymor

Comparative Politics

Po 405-406 Politics in Western Europe (F, S; 3, 3)

A comparative analysis of political thought, action, and organization in the United Kingdom, France, Germany, Sweden, and Switzerland. Serves as an introduction to the study of comparative politics. Intensive core course; not open to freshmen.

Marvin Rintala

Po 408 The Government and Politics of East Central Europe (S; 3)

This course analyzes the political development as well as domestic and foreign policies of eight Communist-controlled countries of East Central Europe, namely, Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia. Emphasis is placed on their Communist seizure of power, processes of Sovietization, as well as their relations among the Communist bloc countries and with non-communist countries. Special attention is paid to the character of the Party and state, quality and standing of the leadership, as well as formulation and evolution of the political, military, economic, social and cultural policies.

Peter S. H. Tang

Po 409 The Soviet Political System (F; 3)

This course traces the Soviet state through its phases under Lenin, Stalin, Khrushchev and Brezhnev. The contemporary Soviet political system will be analyzed, with special emphasis on the role of the Communist Party and the problem of totalitarianism. Considerable attention will be devoted to the problems of social class, nationality, and dissent in a modern industrial polity.

Donald S. Carlisle

Po 411 Government and Politics of China (F; 3)

A survey of the ideological framework, historical development, organizational structure and operational techniques of contemporary Chinese political institutions. An analysis of the communist ideology, policies and instruments of power, including the Party, state, economic, social, military, and propaganda machines and such drives as the struggle against revisionism and the cultural revolution.

Peter S. H. Tang

Po 412 Comparative Urban Politics (S; 3)

A comparison of selected American and non-American cities with respect to their traditions, politics and problems.

Gary P. Brazier

Po 413 Development and Modernization of the Third World (F; 3)

Comparative analysis of development strategies in less developed countries. Theories of development and modernization will be discussed as well as development policy in mainly contemporary and some historical experience. Special attention will be paid to agrarian transformation and land reform, industrialization, trade, and capital

and technology transfer. The course will also focus on the role of institutions in development and modernization processes and will analyze the nature of the traditional peasant economy.

Rolf Wichmann

Po 414 Power and Policy: The USA and the USSR (S; 3)

An analysis of the parallel, divergent, and interacting development patterns of the Soviet Union and the United States since 1929. Both domestic and foreign policy will be examined. The triangular relationship of the U.S.S.R., the U.S.A., and China will also be explored. Political leadership, policy problems, and ethnic-national issues in both the Soviet and American systems will be given special attention. Not offered 1981-82

Donald S. Carlisle

Po 422 Crisis Politics: Violence, Revolution and War (S; 3)

This course explores theories (philosophical, anthropological and biological) regarding the roots of violence, revolution and war. We will then analyze selected historical episodes, including French, Russian and Chinese Revolutions, the Nazi experience and "total war" in the twentieth century. Attention will also be given to the Vietnam episode and to events in America. Intensive core course; not open to freshmen.

Not offered in 1981-82

Donald S. Carlisle

Po 426 Revolution and Social Change in the Islamic Middle East (S; 3)

This course will offer an introduction to the politics of the Middle East in the 20th Century as well as a description and analysis of the social and political forces that are transforming it. Subjects to be covered will include Islam and traditional Islamic political and social institutions, the impact of the West and colonialism, nationalism, radicalism, and the revival of militant fundamentalist Islam as a political force in the region.

Not offered 1981-82

Rolf Wichmann

Po 428 State and Development in Latin America (S; 3)

This course will discuss the role of the state in the economic development of and social transformation of Latin America. Development policies as well as the social and political forces influencing their formulation will be analyzed. Of particular interest will be the comparative analysis of populist, socialist and military-technocratic states and their respective development policies. After a general overview, the course will focus on Brazil, Chile, Peru, Cuba, Nicaragua and Mexico.

Rolf Wichmann

Po 451 Problems of Political Development (F; 3)

This seminar will allow the student to combine a study of the literature of Political Development with consideration of substantive issues in the field as they apply to the problems of particular countries. Specific area to be announced.

Not offered 1981-82

The Department

Po 453 Politics and Social Change in the Contemporary Middle East (F; 3)

This seminar will focus on a number of topics of special relevance to the study of the region. Topics will include Arab nationalism and socialism, traditional Islamic political and social institutions, contemporary Islamic radicalism, the relationship between oil revenues and national development, regional rivalries and conflicts, and the influence of great powers in the area.

Rolf Wichmann

Po 461 Power and Personality (F; 3)

This seminar examines both the significance of personality in seeking, exercising, and losing power and the significance of seeking, exercising, and losing power for personality. Class discussion will focus first on certain analytical, including psychoanalytical, hypotheses about the relationship between power and personality, then on applying and testing these hypotheses in psychobiographies of particular powerful persons such as Woodrow Wilson, Winston Churchill, and Adolf Hitler, and finally on student research projects.

Marvin Rintala

Po 462 Parties and Party Systems (S; 3)

This seminar tries to define the concepts of party and of party system and to distinguish different types of parties and of party systems in selected modern political systems, especially in Western Europe. Class discussion will focus first on common readings and then on individual research projects.

Not offered 1981-82

Marvin Rintala

International Politics

Po 501 International Politics (F; 3)

The nation-state system, its principle of operation and the bases of national power and policy are examined. This course serves as an introduction to the study of international politics. Intensive core course.

Donald L. Hafner

Po 504 International Politics of Europe: World War II to the Present (S; 3)

A study of the main currents of international relations among European nations in recent decades, focusing particularly on the forces which brought about Europe's division into East and West and contemporary developments which now may be easing that division.

Not offered 1981-82

Donald L. Hafner

Po 505 American Foreign Policy (F; 3)

An examination of major patterns of United States foreign policy with special emphasis on the twentieth century. Contemporary problems of foreign policy, e.g. SALT, The Middle East and Indo-China, will be treated in the context of international relations with special reference to area and subject factors, and milestones of American foreign policy and the U.S. decision-making process, as illustrated by case studies. The effect of current events are dealt with in regular discussion and related to the subject matter of the course.

Robert K. Woetzel

Po 506 Soviet Foreign Policy (S; 3)

In this course Soviet international behavior will be treated in terms of three sectors: (1) policy toward the West, (2) policy regarding non-Communist underdeveloped countries; (3) policy toward other Communist states and non-ruling Communist parties. Topics such as the Comintern, "Socialism in One Country," the Soviet Bloc, the Cold War, Peaceful Coexistence, and Polycentrism, as well as other contemporary international problems will be considered.

Not offered 1981-82

Donald S. Carlisle

Po 507 International Communist Movement (F; 3)

A survey of the theory and practice of the world communist movement as advocated and promoted by Marx, Engels, Lenin, Stalin, Mao, and Castro. An examination of the political, economic, social, and cultural transformation of the communist countries, as well as the evolution and struggle of the communist parties. An inquiry into the prospects of the communist movement.

Peter S.H. Tang

Po 509 International Organization (F; 3)

The study of the search for peace, world order and welfare. International organizations will be studied as independent actors in world affairs; as processes for institutionalizing relations among states, sub-national and transnational groups; and as means through which a nascent international community pursues common objectives. Topics include the United Nations, regional integration, regional organizations, functional organizations and issues of current importance such as eco-crisis, the demands of the Third World, the superpowers and world organization.

Not offered 1981-82

The Department

Po 510 Comparative Foreign Policies (S; 3)

An examination of the foreign policies of major powers of the twentieth century, including Britain, France, the two Germanies, the U.S.S.R., China and Japan on problems of relevance to the United States, e.g. European security, peace in the Far East, and the development of less industrialized countries. Domestic factors are related to foreign policy. Special reference will be made to the policies of the developing nations as they affect the peace and security of mankind. Current events are discussed in the context of lecture-discussions.

Robert K. Woetzel

Po 512 Sino-Soviet Relations (S; 3)

A study of the background and development of political, economic, strategic, social, and cultural relations between Russia and China, especially in the light of their changed regimes. Emphases are given to ideological issues between the Soviet and Chinese Communist Parties and the impact of their current disputes on the world.

Peter S.H. Tang

Po 516 International Politics: The American Perspective (S; 3)

This course will examine the distinctive ways in which the American

public and policy-makers have understood and applied principles of international politics during our nation's history. The domestic political as well as the intellectual foundations of American international behavior will be studied.

Not offered 1981-82

Donald Hafner

Po 522 Politics of the Third World: Communism, Nationalism and Modernization (S; 3)

A study of the interaction of nationalism and cold war politics in the economic and political development of countries in Asia, Africa and Latin America. Subjects dealt with include the relevance (as seen by both sides) of communist ideology to problems of nation-building and development; indigenous movements such as pan-Africanism and pan-Arabism; Sino-Soviet competition for support from the national liberation movement; and the evolution of American, Soviet and Chinese policies toward selected countries such as India, Cuba, and the Congo, as well as local conflicts such as the Arab-Israeli confrontation.

Not offered 1981-82

Peter S.H. Tang

Po 523 International Protection of Human Rights (F; 3)

Concepts of human rights are traced from a historical perspective with special reference to political, social, and economic aspects of contemporary covenants. Practices of governments and peoples relating to observance or violations of human rights are examined with respect to national enforcement and constitutional safeguards of civil rights and civil liberties. The protection of human rights in international law and the humanitarian imperative in international relations are stressed.

Robert K. Woetzel

Po 524 The United Nations (S; 3)

The evolving constitutional law of the United Nations and international practices and precedents emanating from the world body are analyzed with special reference to the interrelationships between the system of sovereign nation states and international organizations. Specialized agencies of the United Nations are studied as well as perspectives for future world order. Progress in international conceptions from the League of Nations to the present and problems of theory and reality in international law and politics are examined.

Robert K. Woetzel

Po 525 Politics of World Economic Order (F; 3)

The Department

Po 528 Legal Controls of International Conflict (S; 3)

An examination of the causes and effects of international conflict from classical crimes such as piracy and slavery to the Nuremberg type of offenses such as war crimes, crimes against humanity including genocide, and crimes against peace, to the more modern crimes including highjacking, kidnapping, apartheid and all forms of racial discrimination, pollution, international drug traffic and terrorism. An analysis of possible solutions to these problems including national and international commissions of inquiry, ad hoc tribunals, and implementation legislation and mechanisms. Relevant national and international instruments for dealing with these issues are reviewed, including codes of offenses against peace and security of mankind.

Not offered 1981-82

Robert K. Woetzel

Po 551 International Law and Politics (F; 3)

This seminar is designed to acquaint students with fundamentals of international law and politics. It consists of basic readings in these fields including works on International Law and Organization. The student is prepared to acquire a comprehensive view of the relations between problems of politics and law in the international sphere. International problems relating to individual responsibility under international law are specially treated. Current events relating to this Problematik are dealt with in regular discussions.

Robert K. Woetzel
Not offered 1981-82

Donald Hafner

Po 563 America in Vietnam (F; 3)

Donald Hafner

Political Theory

Po 601 Introduction to History of Political Philosophy (F; 3)

An introduction to the history of political philosophy. Readings will include works of Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau and Nietzsche.

Susan Shell

Po 604 Problems of Liberal Society (S; 3)

Readings from political theorists, statesmen, Supreme Court justices and novelists about such problems as: 1) the nature and limits of liberty; 2) the meaning of equality; 3) the use of force in international affairs; 4) the status of virtue.

Not offered 1981-82

David Lowenthal

Po 606 Foundations of Modern Political Philosophy (S; 3)

An introductory consideration of a few seminal works that have shaped subsequent theories and, to some extent, modern civilization. Readings for 1981-82 will be drawn from works of Machiavelli, Bacon, Hobbes, and Nietzsche.

Robert K. Faulkner

Po 608 American Political Thought (S; 3)

A study of the fundamentals of American politics, as revealed in the speeches and writings of statesmen and commentators. Readings will be drawn from the works of Benjamin Franklin, Alexander Hamilton, John Calhoun, Abraham Lincoln, Frederick Douglass, Woodrow Wilson, F. D. Roosevelt, and selected contemporary figures. A graduate section may be offered.

Not offered 1981-82

Robert K. Faulkner

Po 612 Political Philosophy of Plato (S; 3)

Plato's analysis of the place of love in the soul is central to his political understanding. This can be seen in the Republic in his proposal to abolish the family and in his suggestion that tyranny can be understood as an extreme form of eros. The course this semester will attempt to explore this aspect of Plato's political thought through a reading of the Lysis and the Symposium. No previous study of Plato is required.

Not offered 1981-82

Christopher J. Bruell

Po 614 The Behavioral Study of Politics (S; 3)

An examination of the philosophy, techniques and accomplishments (empirical and theoretical) of the behavioral approach in political science. Junior standing or consent of instructor.

Not offered 1981-82

Donald L. Hafner

Po 616 Modern Political Theory (S; 3)

An examination of some major works of political philosophy from the period of Rousseau to the present, concentrating on the emerging critique, from both the right and the left, of modern liberal democracy. Readings will be drawn from the works of Rousseau, Kant, Comte, Marx and Nietzsche.

Susan Shell

Po 618 Introduction to the Philosophy of Law (S; 3)

An introduction to philosophical thought about the law. The course will begin with consideration of the debate about the relations between law and morality and about the possibility of permanent standards in law and politics; several readings on these problems will be drawn from the works of writers influential in contemporary thought, politics and law. The major part of the course will be devoted to study of these same problems as they are discussed in several of the classic works of political philosophy.

Not offered 1981-82

Susan Shell

Po 620 Fundamental Concepts of Classical Political Philosophy (S; 3)

This course is meant to provide an introduction to classical political philosophy. The theme for the semester will be justice. What does justice mean for the individual and the political order? What are the disputes which arise about it? Does classical political philosophy provide solutions for these? Readings will be mainly in Plato and Aristotle.

Christopher J. Bruell

Po 622 Thucydides, War and Peace (S; 3)

The course is a study of Thucydides' work on the 27-year Spartan-Athenian War. The aim is to discover and consider Thucydides' understanding of the causes of war, the prospects for peace, the relation to questions of war and peace of differences in government and national character, the varieties of political leadership and the responsibilities of political leaders.

Not offered 1981-82

Christopher J. Bruell

Po 623 Machiavelli's Critique of Classical Political Philosophy (F; 3)
Not offered 1981-82

Christopher J. Bruell

Po 625 Democracy: Kinds, Advantages, Disadvantages (F; 3)
A study of various sorts of popular regimes, chiefly non-American and non-liberal. Examples considered will include modern Swedish social democracy and the ancient democratic empire of Athens. Some theorists of democracy will be read.
Not offered 1981-82

Robert K. Faulkner

Po 627 Shakespeare's Political Wisdom I (F; 3)
Tragedy and Comedy; Hamlet, King Lear, Macbeth; Midsummer Night's Dream, Measure for Measure, The Tempest.
Not offered 1981-82

David Lowenthal

Po 628 Shakespeare's Political Wisdom II (S; 3)
Rome and England: Coriolanus, Julius Caesar, Antony and Cleopatra; King John, Henry IV, Henry V, Richard III. (May be taken separately from Po 627.)
Not offered 1981-82

David Lowenthal

Po 629 (En 325) Shakespeare: Politics, Art and Philosophy (F; 3)
Twelfth Night, or As You Like It, Measure for Measure, Julius Caesar, Antony and Cleopatra and King Lear.
David Lowenthal
Paul C. Doherty

Po 632 Ethics and Politics (S; 3)
To what extent can or should moral considerations govern political calculations? This is a perennial question, most visible just now in disputes between hard-hearted realists, who calculate as to balances of power and national interest, and concerned idealists, devoted to human rights and peace. Readings will be drawn from contemporary disputes, and from writings of Machiavelli, Bacon, Nietzsche, Xenophon, and others.
Robert K. Faulkner

Po 633 Xenophon and Socrates (F; 3)
A study of major political and philosophical works of Xenophon with a view to the following questions: What determines the course of political events, the fates of nations and individuals? What personal qualities does participation in politics require? What part does political participation play in the best human life?
Not offered 1981-82

Christopher J. Bruell

Po 634 Contemporary Political Theory (S; 3)
A consideration of 20th Century political theory with special attention to Nietzsche and his legacy.
Not offered in 1981-82

Susan Shell

Po 635 Plato's Republic (F; 3)
The course will consider Plato's analysis of political reform: what would a thorough reform of politics require? Would such a reform be desirable? What implications do the answers to these questions have for contemporary life and politics?
Christopher J. Bruell

Po 654 The Political Philosophy of Hegel (S; 3)
An examination in detail of Hegel's writings on history and politics.
Not offered 1981-82

The Department

Po 656 Studies in Modern Political Theory (S; 3)
A study of selected topics in political thought after Hegel, with concentration on the major critics of liberal democracy.
Not offered 1981-82

The Department

Po 660 The Thought of Mao Tse-Tung (S; 3)
A seminar analyzing Mao Tse-Tung's political, economic, social, cultural, and military philosophy in his adaptation to and development of Marxism-Leninism for class struggle and world revolution, with emphasis on its theoretical formulations as well as its application at home and influence abroad.
Peter S.H. Tang

Po 664 Political Argument (S; 3)
What must one keep in mind to speak and write in a politic fashion—and what sacrifices of truth and candor might be required? This seminar examines such questions by considering two models: certain famous American speeches (by Washington, Jefferson, Lincoln, and FDR Roosevelt), and a classic text, Aristotle's Rhetoric.
Not offered 1981-82

Robert K. Faulkner

Po 666 Politics, Art and Literature: The Russian Experience (S; 3)

Central attention to this course is directed to the role of the intellectual, especially the writer and artist, in Russian and Soviet history. The interaction of culture and politics will be examined. The unfolding of the Russian political mind will be traced through Muscovy, the Tsarist and Soviet periods. Major focus in the course will be on the emergence and transformation of the Russian intelligentsia as reflected in political thought, literature, and the arts.

Some of the individuals who will be dealt with are: Rublov, Pushkin, Dostoevsky, Tolstoy, Gorky, Lenin, Trotsky, Zamiatin, Eisenstein, Pasternak, and Solzhenitsyn. (Not open to those who have taken Po 416.)

Not offered 1981-82

Donald S. Carlisle

Po 668 German Idealism (S; 3)

An intensive study of German Idealist thought. Particular attention will be paid to such topics as justice, freedom, and the relation between theory and practice.

Susan Shell

GRADUATE OFFERINGS

American Government

Po 701 Party Systems and Electoral Politics (F; 3)

This course will present an analysis of selected aspects of the nature and functioning of American political parties and their contribution to democracy in America. Special attention will be given to parties as electoral institutions. Topics to be covered include, among others, party organization, third parties, critical election theory, electoral reform and parties in government.

Not offered 1981-82

Kay Schlozman

Po 703 The U.S. Congress (F; 3)

Analytical study of the national legislature, its powers, functions and role in policy formation. Emphasis is given to its relationship to the executive and administrative establishments and to interest groups and constituency.

Not offered 1981-82

Gary P. Brazier

Po 705 The American Founding (F; 3)

A study of the founding of the American regime, including the Constitutional Convention discussions, the Federalist, Anti-Federalist writings, and the writings of leading founders.

Not offered 1981-82

Robert Scigliano

Po 708 Judicial Politics (S; 3)

Study of American courts as political actors in a political system, with principal emphasis on their various external relations: with other courts; with their powerful neighbors in the separation-of-powers system; and with their various "publics"—the legal profession, the press, party organizations, etc. While primary focus is on the United States Supreme Court, attention will also be devoted to state and lower federal courts.

David R. Manwaring

Po 709 Judicial Process (F; 3)

An inquiry into the organization and processes of the judicial system of the United States, including prominent literature on the subject.

Robert Scigliano

Po 710 The American Presidency (S; 3)

An historical and analytic development of the office and powers of the Chief Executive.

Not offered 1981-82

Robert Scigliano

Po 713 Metropolitan Area Government (F; 3)

An examination of several specific efforts undertaken in the United States and Canada to improve government in metropolitan areas. Considerable attention given to the important values held by urban dwellers that impede or promote metropolitan integration.

Gary P. Brazier

Po 718 Private Interest Groups and the Pressure System (S; 3)

This course will examine the nature and functioning of American pressure groups. Special attention will be paid to group theories of politics which have been formulated by American political scientists.

Kay Schlozman

PSYCHOLOGY

Po 720 Topics in Public Law: The Supreme Court as Policy Maker (S; 3)
Not offered 1981-82

David R. Manwaring

Comparative Politics

Po 775 Topics in Soviet Politics (F; 3)

An analysis of different approaches to the Soviet political system as well as to methodological and research problems. Each student will undertake a research project. In some semesters special attention will be devoted to a designated problem as the major topic for seminar consideration. Examples of such special topics are the following: the changing role of the Communist Party; the Soviet social-class structure; Stalin; a comparison of Union Republics; Soviet Central Asia.

Donald S. Carlisle

International Politics

Po 856 Selected Problems in International Politics and Law (S; 3)

Treats problems of conflict resolution: the role of international law in relation to international organization; and the problem of power in the atomic age. Examines theories of deterrence, arms control and disarmament from an international standpoint and in the context of philosophical pluralism in an international society. Methodology for research in international relations is studied and tested in a term project on the subject of international offenses against the peace and security of mankind, including international organized crime. Advanced seminar: assumes previous work in the subject area, e.g. International Law and Politics or equivalent course, Graduate or Undergraduate. Topics of research are related to current events.

Not offered 1981-82

Robert K. Woetzel

Po 858 Chinese Foreign Policy (S; 3)

A study of the basic principles and agencies for the formulation and execution of Chinese foreign policy. Particular attention is given to Chinese views and behavior toward the United States, the USSR, other developed countries, Communist-controlled states and developing nations. Impact on the United Nations, as well as international peace and security will be examined.

Not offered 1981-82

Peter S. H. Tang

Political Theory

Po 909 The Political Philosophy of Montesquieu (F; 3)
David Lowenthal**Po 911 Plato's Laws (F; 3)**
Not offered 1981-82

Christopher J. Bruell

Po 912 The Political Philosophy of Aristotle (S; 3)
Not offered 1981-82

Christopher J. Bruell

Po 915 Francis Bacon and the Politics of Modernization (F; 3)
A study of Bacon's most obviously "civil and moral" works, especially the Essays and the New Atlantis. The seminar will propound and test a thesis: these are conspiratorial writings intended to bring about the economic, technological and humanitarian nation-states, blending masses with elites, that characterize much of modern politics.

Not offered 1981-82

Robert K. Faulkner

Po 928 Plato's Republic (S; 3)
Not offered 1981-82

Christopher J. Bruell

Po 931 Shakespeare's Politics (F; 3)
Shakespeare's understanding of political life and its various forms as found in Othello, The Merchant of Venice, Coriolanus, Julius Caesar, Henry V and Richard III or other plays.
Not offered 1981-82

David Lowenthal

Po 933 Rousseau's Emile (F; 3)
Not offered 1981-82

David Lowenthal

Po 934 The Political Philosophy of Machiavelli (S; 3)
Not offered 1981-82

Robert K. Faulkner

Po 935 Shakespeare's Politics II (F; 3)
Hamlet, King Lear, Midsummer Night's Dream, Measure for Measure
Not offered 1981-82

David Lowenthal

Po 936 The Political Philosophy of John Stuart Mill (S; 3)
Not offered 1981-82

David Lowenthal

Po 939 Aristotle's Politics (F; 3)
Not offered 1981-82

Christopher J. Bruell

Po 941 Natural Rights (F; 3)
A study of the meaning and basis of the idea of natural rights in Hobbes and Locke.
Not offered 1981-82

David Lowenthal

Po 942 Plato's Symposium (S; 3)
Not offered 1981-82

Christopher J. Bruell

Po 945 The Founding of Political Philosophy: Socrates (F; 3)
Not offered 1981-82

Christopher J. Bruell

Po 947 The Political Philosophy of Plato (F; 3)
The text for 1981 will be the Republic.

Christopher J. Bruell

Po 948 Political Philosophy of Locke (S; 3)
Not offered 1981-82

Robert K. Faulkner

Po 949 The Political Philosophy of Xenophon (F; 3)
A study of some or all of the following texts (depending on availability): Education of Cyrus, Hellenika, Anabasis, Symposium, Memorabilia.

Not offered 1981-82

Christopher J. Bruell

Po 950 Classical Natural Right (S; 3)
The course will consider a number of texts basic to the classical understanding of justice and its natural basis: Aristotle, Ethics V and Politics III and Plato, Gorgias.

Christopher J. Bruell

Po 952 Psychology and Politics (S; 3)
A study of the attempts by Hobbes and by Nietzsche to derive politics from forces in the psyche. Readings will be from Hobbes's Leviathan, Nietzsche's Beyond Good and Evil, and Freud's Ego and Id.

Robert K. Faulkner

Special Graduate Courses

Po 799 Reading and Research (F, S; 3, 3)
A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.
By arrangement

The Department

Po 801 Thesis Seminar (F, S; 3, 3)
By arrangement

The Department

Po 802 Thesis Direction (F, S; 0, 0)
A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

Po 998 Doctoral Comprehensive

The Department

Po 999 Doctoral Continuation
All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Psychology

Faculty

Professor Joseph R. Cautela, A.B., Boston College; A.M., Ph.D., Boston University

Professor Marc A. Fried, Director of Psycho-Social Studies
B.S., City College of New York; Ph.D., Harvard University

Professor Murray Horwitz, B.S.S., College of the City of New York; Ph.D., University of Michigan

Professor William Ryan, A.B., Ph.D., Boston University

Visiting Professor Joseph J. Tecce, A.B., Bowdoin College; M.A., Ph.D., Catholic University of America

Professor John M. vonFelsinger, A.B., Kent State University; A.M., Ohio State University; Ph.D., Yale University

Associate Professor Daniel J. Baer, A.B., LaSalle College; A.M., Ph.D., Fordham University

Associate Professor Ali Banuazizi, B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Associate Professor Norman H. Berkowitz, A.B., University of Massachusetts at Amherst; A.M., Ph.D., Boston University

Associate Professor Donnah Canavan-Gumpert, A.B., Emmanuel College; Ph.D., Columbia University

Associate Professor Randolph Easton, Chairman of the Department B.S., University of Washington; A.M., Ph.D., University of New Hampshire

Associate Professor Peter Gray, A.B., Columbia University; Ph.D., Rockefeller University

Associate Professor Marianne LaFrance, A.B., University of Windsor; A.M., Ph.D., Boston University

Associate Professor G. Ramsay Liem, A.B., Haverford College; Ph.D., University of Rochester

Associate Professor Michael Numan, B.S., Brooklyn College; Ph.D., University of Chicago

Associate Professor Michael Saks, B.S., Pennsylvania State University; A.M., Ph.D., Ohio State University

Assistant Professor John D. Golenski, S.J., A.B., Boston College; Ed.D., Harvard University

Assistant Professor Michael Moore, A.B., A.M., Ph.D., Harvard University

Assistant Professor Ellen Winner, A.B., Radcliffe College; Ph.D., Harvard University

Students interested in pursuing graduate study in the area of Counseling Psychology with concentration in Behavior Modification, should apply directly to the Division of Counseling Psychology in the Department of Education.

Prerequisites

Entering students are expected to have had a course in statistics, research methods, a social science, and a background in psychology and the social sciences. Although an undergraduate major in psychology is desirable, it is not required. Students may be required to make up deficiencies in prerequisites without academic credit. In addition to a serious interest in theory and inquiry in social science, students are expected to have demonstrated an interest in community problems and social issues. Mature students with relevant work experiences are encouraged to apply.

Application

Results of the GRE Aptitude Test and the Miller Analogies Test are required with the application, together with a statement of interest.

No applications will be accepted for the 1981-82 academic year.

Requirements

Requirements for the degree include: 1) 54 credit hours, 2) a predoctoral research project, 3) completion of a wide-ranging comprehensive examination, 4) completion of extensive and varied supervised field-work experiences, and 5) a dissertation reporting original research in the field of Psychology and Social Structure.

There are no language requirements. Students are required to take the following courses: Seminar in Psychology and Social Structure I and II (Ps 701 and 702), Proseminar in Sociological Theory I and Proseminar in Sociological Theory II (Sc 715), Logic of Social Inquiry (Ps 705), Field Research Methods (Ps 706) and Multivariate Statistics (Ps 708). Toward the end of a student's first year residence in the program, a three-member advisory committee will be suggested by the student and appointed by the Department. This advisory committee will help the student plan the course of his/her study.

Residence

Three years of full-time residence normally will be expected, although it is recognized that exceptions will be necessary to accommodate students with extensive previous preparation.

Program Description

The graduate program in Psychology and Social Structure at Boston College offers the Ph.D. degree in Psychology. Psychology and Social Structure is conceived as a specialty area with its roots in the field of social psychology but extending more broadly to include an appreciation of the multiple disciplines that study human behavior, adaptation, and social relations. The major focus of the program is the impact of social structures, institutions and processes on the individual, family, groups, and communities. Particular attention is devoted to the analysis of the relationships between social structures and processes and the quality of individual and community life. An additional focus of the program is the application of social-psychological concepts and methods to social intervention and social policy, particularly in the field of human services. The program combines academic training and a range of research experiences, including research apprenticeships and field experiences, to produce social psychologists who could work in academic, organizational or community settings.

A program of studies during the first year will cover basic concepts and theories pertinent to the aforementioned concerns. Intensive work in methods and statistics will also be required. As the student develops specialized sub-areas of interest during the first year, increased emphasis will be given to guidance by small faculty committees employing a tutorial and apprenticeship approach. The pursuit of these specialized interests, whether in research, scholarship, policy development, or practice may take place within the department, in other departments and schools of the University, or outside the University, with the consultation and supervision of the small committee working with each student.

Course Offerings

Doctoral Program

Ps 701 Proseminar: Psychological Theories and Systems

This is a core proseminar for the graduate program which reviews the basic conceptual, propositional, and empirical foundations of contemporary psychological theories. Primary emphasis will be given to the theories as systematic approaches to diverse spheres of psychological functioning and will provide a psychological grounding for examining the interrelationships between individual and society. The faculty of the Department will participate in their areas of specialization.

Not offered 1981-82

Ps 702 Proseminar: Social Structure and Behavior

This is a core proseminal for the graduate program which considers basic dimensions of the relationship between individual and society. The significance of social structure for human behavior and the interactions between social processes and individual functioning will be given primary attention. The proseminal will investigate these interrelationships in different domains of social experience. The faculty of the Department will participate in their areas of specialization. Not offered 1981-82

Ps 705 The Logic of Social Inquiry: Experimental Methods and Statistics

An introduction to the essential logic underlying the experiment as a tool in social inquiry. This course represents an integration of the principles and applications of both research methods and statistics.

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INSTITUTE OF RELIGIOUS EDUCATION AND PASTORAL MINISTRY

The central goal of the course is to describe the interrelationship among the experimental processes of design inference, measurement, analysis and generalization, and to show how these processes provide the linkage between theory and application of experimental results. Not offered 1981-82

Ps 706 The Logic of Social Inquiry: Field and Survey Research Methods

This course will focus on the different procedures for investigating complex social behavior in field situations. Particular attention will be devoted to the methodological basis and technical implementation of survey approaches. The readings and field work will cover major issues in field research design, interview and questionnaire development, sampling methods, code and scale construction and evaluation, data assessment and cleaning, and the analysis of field survey data.

Not offered 1981-82

Ps 708 Multivariate Statistics

Applied multivariate procedures including regression analysis, factor analysis, discriminant function analysis, canonical analysis, and multivariate analysis of variance. Special topics in analysis of variance also considered.

Not offered 1981-82

Ps 751 Social Contexts of Mental Health

Not offered 1981-82

Ramsay Liem

Ps 753 Dynamics of Family Life

This seminar will examine the family as a small face-to-face group. Topics to be considered include the family's internal structure and dynamics, the impact of the larger familial organization and inter-group and community processes, and developmental changes produced by the family's life cycle. Special focus on methods of diagnosing family functioning and conflicts and on social psychological interventions designed to improve the quality of family life such as family therapy, counseling, or training.

Not offered 1981-82

Murray Horwitz

Ps 756 The Urban Condition

This seminar will be devoted to an understanding of the distinctive conditions of urban life. Particular attention will be given to the forces that lead to development and change in contemporary metropolitan areas; to the psychological, social, and political forces that create a uniquely urban environment; and to urban processes as microcosms of the dynamics and problems of industrial societies.

Not offered 1981-82

Marc A. Fried

Ps 761 Social Indicators and Quality of Life

The general purpose of this course is to review the empirical research and a number of emerging conceptual models concerned with descriptive, evaluative and prescriptive problems in the measurement of the quality of life. Objective and subjective indicators of well-being will be considered at both the societal and the community levels.

Not offered 1981-82

Ali Banuazizi

Ps 762 Seminar in Social Change

Not offered 1981-82

Ali Banuazizi

Ps 767 Social Research and Social Policy

Prerequisites: Participants are expected to be substantially trained in research skills and to have extensive knowledge in at least one area of public policy within which they plan to conduct research. An examination of the actual and potential influence of social science research on public policy at the municipal, state or national level. Several existing examples will be analyzed. Each member of the seminar will be expected to conduct and complete a project of policy-oriented research. Consent of the instructor required.

Not offered 1981-82

William Ryan

Ps 770 Major Issues in Social Psychology

Not offered 1981-82

Marianne LaFrance

Ps 772 Small Group Theory and Research

This course requires a two-hour laboratory session and a two-hour seminar. In the laboratory, students will participate in a wide range of scientific experiments—sometimes as subjects, sometimes as experimenters. Data are collected and compared to those in the research literature. In the seminar session theoretical explanations are ex-

amined to determine their adequacy in accounting for the data and experiences produced in the laboratory. Seminar discussions will in addition attempt to focus on the applications of theory. A final paper constitutes a major basis for evaluation. Students are encouraged to undertake an original study for this paper although this is not required. The substantive focus includes interpersonal attraction, group goals, pressures toward conformity, norms, reference groups, decision making, conflict and communications.

Not offered 1981-82

Norman Berkowitz

Ps 775 Social Determinants of Individual Differences

Not offered 1981-82

Donnah Canavan-Gumpert

Ps 781/782 Current Literature in Psychology and Social Structure (F, S; 3)

Ramsay Liem

Ps 799-800 Readings and Research (F, S; 3)

The Department

Ps 802 Fieldwork Seminar

Not offered 1981-82

Ramsay Liem

Ps 998 Doctoral Comprehensives

The Department

Ps 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy. This registration entitles them to the use of university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

The Department

Institute of Religious Education and Pastoral Ministry

Faculty

Robert J. Daly, S.J., Acting Director, Institute of Religious Education and Pastoral Ministry

Padraic O'Hare, Associate Director, Institute of Religious Education and Pastoral Ministry, Lecturer in Theology and Religious Education

Cynthia Ross Lauer, Administrative Officer, Institute of Religious Education and Pastoral Ministry

Thomas H. Groome, Associate Professor of Theology and Religious Education

Mary C. Boys, S.N.J.M., Assistant Professor of Theology and Religious Education

Claire Lowery, R.S.C.J., Assistant Professor of Theology and Pastoral Ministry

Program Description

The Institute of Religious Education and Pastoral Ministry at Boston College is one of the largest graduate facilities in North America dedicated primarily to the academic and practical formation of religious educators and other ministers. The Institute combines the resources of the Theology Department, the School of Education, other schools of the university, and its own core Religious Education and Pastoral Ministry faculty, together with the opportunity for cross-registration in the Boston Theological Intitute to serve religious educators and other ministers in the scholarly and practical development of theological and ministerial insights and skills. The Institute offers a Master of Education degree (M.Ed.) in Religious Education and the Certificate of Advanced Educational Specialization (C.A.E.S.) and the Master of Pastoral Ministry (M.A.).

Master of Education in Religious Education

Students for the Master of Education degree in Religious Education pursue studies in Theology, Bible and Religious Education. Core requirements in Theology and Bible include courses in systematic theology, Old Testament and New Testament, and ethics and religion-and-society. Core requirements in Religious Education include courses which relate fundamental educational literature to Religious Education, courses in history, philosophy and theology of Religious Education and courses which relate psychological and sociological insight to the Religious Educational task. Special projects and field educational experiences which relate scholarship to practical ministry are encouraged.

The ordinary credit requirement for the Master of Religious Education is 36 credits, in Theology/Bible and Religious Education. However, programs are designed with individualized attention to the background and aspirations of students. Students for the Master of Education participate in written and oral comprehensive examinations.

Certificate of Advanced Education Specialization

Students with a Master's degree in Theology, Religious Education or a closely related field, and at least three years of occupational experience may apply for the Certificate of Advanced Educational Specialization.

The Certificate program is designed for students who have focused their occupational and ministerial goals as well as for those who wish to deepen their theological and religious educational background. Programs are designed with individualized attention to a student's background and aspiration, with minimum stipulated course requirements in Theology, Bible and Religious Education. Certificate students focus on a specialized educational concern and prepare a certificate project on that concern. The ordinary credit requirement for Certificate students is 36 credits.

Students for the Master's and the Certificate may study during the academic year as well as during the summers.

Master of Arts in Pastoral Ministry

In the broadest sense pastoral ministry is concerned with any activity which helps people to live more faithful lives within the Christian community. Studies in this area attempt to prepare men and women to take part in the Christian churches' primary ministerial activities, particularly at the level of the parish and the diocese. Because the skills and competencies required of the pastoral minister are many, the program of studies for this degree draws upon a variety of disciplines: theology, Bible, liturgy, counseling, education, spirituality, and management. Participation in field education or clinical-pastoral programs enables students to gain practical experience in addition to academic insight.

The credit requirements are the same as for the M.Ed.

Interdisciplinary Doctoral Program

The Institute in cooperation with the university's Department of Theology and School of Education offers an Interdisciplinary Doctoral degree (Ph.D.) in Religion and Education. Interested persons should contact the Institute.

Course Offerings

Ed 336 Religious Education Colloquium

This colloquium meets six times during the academic year, and is open to students in religious education degree programs. The purpose of the colloquium is to create a forum for the discussion of mutual concerns and critical issues facing religious educators in their pastoral settings. The colloquium is a non-credit educational experience. A workshop fee is required for participation in the colloquium.

Th 434 Theology and Psychology of Relationship (F; 3)

A study of spirituality in conjunction with the theological and psychological dynamics of relationship. Course design will concentrate on the living consequences of faith in the life of the minister, patterns, crises, conversion, prayer and symbol.

Claire Lowery

Th 532 The Art of Pastoral Counseling (S; 3)

This course will examine the nature and fundamental attitudes of the

pastoral counseling role. It will explore the development of the pastoral counseling profession, theories of personality development, counseling skills and attitudes. Special attention is given to a practicum experience for learning counseling skills.

Claire Lowery

Th 536 Church Law and Pastoral Practice (F; 3)

A consideration of Church law as an instrument of justice and charity. Special attention focused on marriage, due process, Church jurisprudence and collegiality, role of women and minorities.

Dennis Burns

Th 537 Liturgical Communication (S; 3)

An introduction to the preaching event which will explore the act of preaching and the nature of the homily. A practicum, involving video-taping and analysis of homilies, is included.

Emeric Meier

Ed 538 Education for Social Justice (F; 3)

This course is designed as a seminar, presupposing some prior familiarity with the theological, educational, and ethical ideas that compose a coherent approach to education and to the Christian understanding of social justice. Topics for lecture and discussion include theological and historical foundations for an understanding of social justice education, the "ethical realism" of Reinhold Niebuhr, the significance for social justice education of the Catholic human rights tradition, a range of educational issues related to social justice, and some attention to the underlying economic factors to which the educator for social justice needs to attend. It is possible for students with little or no prior background in social justice and educational studies to participate in this course with gain, provided they are prepared to supplement the course with certain foundational readings and periodic meetings with the professor.

Padraig O'Hare

Ed 539 Christian Praxis: Education for the Kingdom (S; 3)

This course addresses six foundational questions of religious education in the Christian tradition: what, why, where, how, when, and who. Expressed alternately: the nature, purpose, context, approaches, readiness, and constituency of Christian education are examined. A praxis approach, among others, is demonstrated and discussed as one way of educating for the kingdom.

Rev. Thomas Groome

Th 605 Integrative Colloquium in Pastoral Ministry (F)

The colloquium attempts to foster an integration of theology with ministerial experience and to enable students to develop a personal, organic view of their ministry. A case study method is used to examine contemporary church issues of common interest to the group from the perspective of pastoral experience and theological developments. Occasionally faculty members of the Institute and the Theology Department will participate in discussions drawing upon their own fields of special expertise. This program is required of all pastoral ministry degree candidates.

Claire Lowery

Ed 630 Biblical Interpretation in Education and Ministry (S; 3)

Exploration of the role and function of Scripture in educational and pastoral contexts. Includes attention to the development, philosophical premises and significance of historical-critical methods; to modern theories of interpretation; and to implications for program design and for personal use of Scripture.

Mary C. Boys, S.N.J.M.

Ed 632 Psychology of Youth Religious Development (F; 3)

We will examine the contributions of psychology, particularly developmental psychology, to the understanding of high school and college youth as they both search for the sacred and, seemingly, reject the institutions of the sacred. The works of Piaget, Kohlberg, Maslow, Freud, Jung, Perry and Gilligan also provide some practical insights for those engaged in ministry to youth.

Margaret Gorman

Ed 635 The Education of Christians: Past, Present, Future (F; 3)

A historical investigation of contemporary issues in Christian education. Using a dialectical, historical method and beginning with the Didache (first century), twelve historical periods and how the church educated in them are investigated for the insights they can lend to our present and future. Closely parallels the history of Christian theology and of general education.

Rev. Thomas Groome

Ed 730 Theological Foundations of Religious Education (S; 3)

This course is a reflection on the nature of the theological enterprise as it is related to religious education. Special attention will be paid to the influence of theological assumptions, drawn from such

"schools" as Existential, Neo-Orthodox, Liberal, Political and Revisionist, on the way religious education goals are understood and implemented. Some attention will be paid to Process Theology as a form of Revisionist Theology method.

Padraig O'Hare

Ed 735 Traditions of Religion and Education (F; 3)

Exploration of the most significant and foundational questions of religious education through examination of their classic expressions and contemporary modifications. Will include several tracks for: (1) M. Ed. candidates preparing for comprehensive examinations; (2) M.A. candidates specializing in religious education; and (3) those with special interests.

Mary C. Boys

Mb 810 Management of Religious Institutions (S; 3)

The course is concerned with the management of voluntary service organizations, particularly religious institutions. The course focuses on the similarities and differences between these organizations and profit making institutions. Issues to be covered include: a systems approach to management, career steps of congregational leaders, power and authority, team building and participative management, organizational climate and environment, models for coping with uncertainty, and long-range planning. The intent of the course is to increase the managerial skills of clergy and lay persons who already have theological training.

Jean Bartunek

Ed 836 The Theologian as Teacher (S; 3)

What shape does "education for 'critical faith'" take in the concrete? This course is designed for graduate students in theology, religious education and pastoral ministry who see teaching as an integral part of their careers and who wish to deepen their theoretical and practical foundations as teachers. Includes: (1) Teaching strategies; (2) Organizing content into "teachable" units; (3) Video-tape feedback; supervision; (4) Grading; (5) Teacher/student relationships.

Course will attend to theoretical and practical dimensions: philosophical/theological reflection and actual laboratory experience.

Mary C. Boys, S.N.J.M.
Rev. Thomas Groome

Directed Research, Special Projects, Field Education

Th 538 Directed Research in Pastoral Ministry

Directed research courses provide students the opportunity to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only persons studying for a degree may take directed research.

Claire Lowery

Ed 330 Field Education and Supervised Practicum in Religious Education

Th 530 Field Education and Supervised Practicum in Pastoral Ministry

This program provides the student with supervised experience in his/her area of ministerial specialization: Social Ministry, Pastoral Counseling, Church Administration, Liturgy, or Religious Education. The practicum provides an opportunity to integrate both theory and practice as related to individual field experiences. Supervised consultation and process analysis will be used to critique performance and develop personal skills and individual styles of ministry.

Claire Lowery
Padraig O'Hare

Th 702 Directed Research in Religious Education

Ed 830 Directed Research in Religious Education

Ed 334 Special Projects in Religious Education

Directed research courses (for predominantly reflective concerns) and special project courses (for predominantly ministerial activities) provide students the opportunity to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only persons studying for the degree or certificate may take directed research and special projects.

Weekend Course Series

Th 604 Adulthood and Vocation: A Christian Developmental Perspective

This course will examine emerging theories of adult development

and reclaim the concept of Christian vocation as a dynamic process of discovering our gifts in the service of God and the covenant community. Considerations will include the Christian doctrine of vocation, normative theological understandings, the notion of vocation as the lynchpin between the individual and the covenant community, the relationship between intentional covenant communities and society and psycho-theological perspectives on adulthood and vocation. This course will meet on the following Fridays and Saturdays: February 12, 20; March 19, 20; April 23, 24, 1982.

James Fowler

Th 640 The Liturgical Celebration of Sacraments

This course will explore the human-religious experience of the faith community and its expression in celebration. Particular attention will be given to the liturgical celebration of Initiation, Eucharist and Penance. This course will meet on the following Fridays and Saturdays: February 5, 6; March 5, 6; April 2, 3, 1982.

Kathleen Hughes

Th 715 Pastoral Theology: The Social Context for Ministry

An exploration of theology's function in clarifying and supporting the pastoral ministries of the Church, and of the social constraints and influences on the consciousness and practice of Christian ministers. This course will meet on the following Fridays and Saturdays: September 25, 26; October 23, 24; and November 13, 14, 1981.

Gregory Baum

Non-Credit Workshops

Ed 332 Practice of Education in the Parish Context (S)

This workshop will explore a range of curricular programs available in parish-based religious education for children, youth and adults. It will also attend to the educational issues involved in the question of curriculum as environment.

Mary Cove

Th 639 Methods in Theological and Pastoral Research (F)

An exploration of the fundamental methods, structures of thought and bibliographic resources in the classic categories of theological scholarship. Recommended for all new full-time degree candidates in Religious Education and Pastoral Ministry; open to M.A. students in Theology. Time, dates, number of meetings and fee to be announced.

Romance Languages and Literatures

Faculty

Professor Emeritus Joseph D. Gauthier, S.J., B.S., Trinity College; A.M., Boston College; S.T.L., Weston College; D.esL., Laval University

Professor Guillermo L. Guitarte, Profesorado, Filosofia y Letras Buenos Aires

Professor Vera G. Lee, Chairperson of the Department A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

Professor J. Enrique Ojeda, Licenciado, Universidad Catolica Del Ecuador; A.M., Ph.D., Harvard University

Professor Maria Simonelli, Dotre in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia romanza, Rome

Professor Rebecca M. Valette, Director, Language Laboratory A.B., Mount Holyoke College; Ph.D., University of Colorado

Professor Georges Zayed, L.esL., M.esL., University of Cairo; Doctorat d'Etat, Sorbonne

Associate Professor Norman Araujo, A.B., A.M., Ph.D., Harvard University

Associate Professor Joseph Figurito, A.B., Boston College; A.M., D.M.L., Middlebury College

Associate Professor Monique E. Fol, A.B., L.L.B., University of Paris; A.M., University of California at Berkley; Ph.D., University of Nice

Associate Professor Betty Rahv, A.B., Sweet Briar College; A.M., Middlebury College; Ph.D., Indiana University

Associate Professor Robert L. Sheehan, B.S., Boston College; A.M., Ph.D., Boston University

Assistant Professor Salvatore Cappelletti, A.B., Providence College; A.M., University of Wisconsin; Ph.D., Brown University

Assistant Professor Jill Syverson, A.B., Smith College; A.M., Ph.D., Harvard University

Program Description

The Department of Romance Languages and Literatures offers a Master of Arts program in Italian Literature and Civilization; Master of Arts in French or Spanish Literature, Master of Arts in Two Romance Languages, Master of Arts in Teaching, and Doctor of Philosophy programs in French and Spanish. Course and degree requirements have been designed to provide candidates with a solid grasp of their general field of interest, create a foundation for doctoral research work, or offer preparation for teaching in secondary schools. Within the framework of degree requirements, course offerings are sufficiently rich to permit concentration in the literary period of the individual student's choice, or insure the development of proficiency as a language teacher.

Courses in comparative studies or of interdepartmental interest, given in English, are offered to graduate students and qualified upperclassmen who intend to undertake advanced work in comparative literature, philology, or area programs, and to those who wish to enrich their background for work in related fields.

RI 790 Reading and Research courses will be given only if students show a genuine need for such courses. No RI 790 Reading and Research courses taken during the year of residence shall be counted as courses contributing to the fulfillment of the student's residence requirement. RI 790 Reading and Research courses are not admissible at the Master's level.

Applicants whose record of past achievements reveals inadequacies, but whose specialized qualifications and promise for the future warrant favorable consideration may be admitted on a conditional basis. In some cases, the Department grants the applicant the opportunity to remove doubts concerning his or her capabilities through the successful completion of graduate courses in our program, with the work then being counted in partial fulfillment of the degree requirements. In this instance, the explicit gaps or deficiencies in the applicant's background call for remedial work before admission to full standing in the degree program. A student on probation will be evaluated by the Department and recommended or not for full admission after the first semester of course work or after earning a minimum of six credits. For students admitted conditionally, full admission to a degree program will be contingent upon the completion of all remedial work required of them.

The deadline for applications to the Graduate School of Arts and Sciences is July 1 for September admissions and the deadline for financial aid requests is March 15. The Department strongly recommends that students apply by April 1 for September admissions and by March 1 for monetary support.

All persons seeking admission to the Department's graduate programs as special students are required to submit transcripts of their undergraduate records and two letters of recommendation before being considered.

Master of Arts Degree in One Romance Literature

Prerequisites for Admission

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites:

They must have achieved a general coverage of their major literature at the undergraduate level. A formal survey course, or a sufficient number of courses more limited in scope, passed with distinction, satisfies that requirement. At least two full-period or general courses in the major literature must be included in the student's undergraduate record, or as graduate work completed at other institutions.

Degree Requirements

Candidates for the M.A. in Romance Languages and Literatures must normally earn a minimum of thirty credits in courses distributed over

the major periods of their chosen literature. With good coverage in the literature of their specialization, however, they may be allowed to take six credits in a second language. Candidates for the M.A. in Italian Literature and Civilization must normally earn a minimum of 18 to 24 credits in Italian Literature, plus 6 to 12 credits either in Italian History and History of Art, or in equivalent subjects to be approved by the Department, totaling 30 credits.

It is highly recommended that students take a course in the cultural backgrounds of their literature either at Boston College or in a summer program abroad, which the Department has approved for transfer credit beforehand.

Reading knowledge of a second language must be demonstrated. At the discretion of the Chairperson, any foreign language which is neither the major nor the student's native language may be offered in fulfillment of this requirement.

Master of Arts Degree in Two Romance Languages

Prerequisites for Admission

Students applying for admission to graduate degree programs in two Romance languages must satisfy the following prerequisites:

They must present an undergraduate major in one Romance language which includes at least 30 credits in one language, 6 of which should be from a survey course or its equivalent and another 6 from an advanced composition course or its equivalent. In addition, they must possess a basic knowledge—one year beyond the college intermediate level—of a second Romance language which will become the area of graduate concentration.

All students in all programs must have acquired an active command of their major language. In other words, they must be able to understand lectures, participate in seminar discussions, and write term papers in reasonably correct French, Spanish, or Italian. To test this proficiency, all entering students will be obliged to take an examination when they begin their program of study. The examination will include an oral interview and sections on writing, phonetics, and listening comprehension. Students with low scores will be required to undertake remedial work. Those who perform poorly on the writing section, for example, will be asked to take Advanced Composition and/or Stylistics. Advanced Composition cannot be taken for graduate credit. Deficiencies related to knowledge of the language of study must be removed through such remedial work, through residence abroad, or through other effective means before the candidate takes oral comprehensive examinations.

Degree Requirements

(French/Spanish/Italian)

Course of Studies: Candidates must earn a minimum of 30 credits:

CREDITS

A. In the language of undergraduate concentration:

Literature courses, Cultural Backgrounds or

Stylistics	6
If the student's knowledge of the subject of graduate concentration is sufficient and he/she wishes to take more credits in the language of undergraduate concentration, this may be discussed with the advisor and/or the chairman.	

B. In the language of graduate concentration:

Survey of Literature or Cultural Backgrounds	6
Advanced Composition or Stylistics (grade of B or better)	6
Literature courses beyond the Survey	12

30

If, in the judgment of the professor, the student needs improvement in the language of undergraduate concentration, a course in Advanced Composition in French, Spanish or Italian will be required without graduate credit.

Normally, all students will be required to take Stylistics in the language of graduate concentration. Exceptions will be made only on the recommendation of the Advisor. (It is conceivable, then, that some students could be taking both Advanced Composition in the language of undergraduate concentration and Stylistics in the language of graduate concentration.)

Summer M.A. Program in French

An M.A. may be earned by taking courses over a period of five summers. This program is intended primarily for teachers who are unable to attend courses during the regular academic year. Except for the fact that courses may be taken exclusively in the summer, the requirements of this M.A. program are the same as those of the regular M.A. program.

The Master of Arts Degree in Medieval Studies

A revised program leading to the Master of Arts degree in medieval studies will be offered to qualified students who wish to go beyond the general objectives of the M.A. and specialize in the Middle Ages. Interested candidates should consult their advisors with respect to the conditions for admission and requirements for the degree, pending the announcement of the program's implementation.

Oral Comprehensive Examination

Upon satisfaction of course requirements, the candidate must pass a comprehensive oral examination of no more than one hour's duration (one half hour in each language based upon the course work completed.) Emphasis will be placed on the candidate's ability to speak and communicate in two chosen Romance languages.

When feasible, students taking the comprehensive oral examination will be given two examiners with whom they have had courses. Examinees will be informed of the tentative makeup of their examining board at least one month in advance whenever administratively possible.

Note: For further information students may obtain, from the Department, a copy of the guidelines for the M.A. in two Romance Languages.

Master of Arts Degree in Teaching

Candidates for the M.A.T. in Romance Languages and Literatures must earn at least nine credits in literature of the fifteen credits required of them in the Department. The remaining six credits may be used to satisfy deficiencies in the areas of Stylistics and Cultural Backgrounds. If, having divided six credits between Stylistics and Cultural Backgrounds, the student is obliged to take three more credits in the former, the additional three credits cannot be counted toward fulfillment of graduate course requirements.

M.A.T. students requiring remedial work will be asked, according to their need, to take Phonetics and Applied Linguistics, Advanced Conversation, or Advanced Composition and Introduction to Literary Analysis—or possibly a combination of these—without graduate credit.

Oral Comprehensive Examination

Upon completion of course requirements, an M.A.T. candidate must pass a comprehensive examination composed of two parts. The first part is a written test of twenty to thirty minutes' duration on a subject chosen by the Department. The candidate must pass this first part before being admitted to the second, which is oral, lasts forty-five minutes, and is based on course work, with questioning of a more general nature based on the Departmental reading lists.

The Doctor of Philosophy Degree

Prerequisites and Requirements

1) A minimum of sixty credits of graduate study is necessary to fulfill course requirements before the student is admitted to comprehensive examinations. Students accepted for the Doctoral program are granted transfer credit for the M.A. or its equivalent; i.e., 30 credits. If the student does not possess the M.A. or its equivalent but has done some graduate work, he or she may transfer a maximum of six graduate credits. In order that transfer credits be acceptable, they must have been earned in courses relevant to the student's Doctoral program. The courses involved must be comparable to courses in our Department, and the student should have received a final grade of B or better in them. Those admitted to the Doctoral program as college graduates or transfer students possessing the Bachelor's degree or its equivalent, but not the M.A. or its equivalent, should achieve coverage of their major literature equivalent to that required for our M.A. The coverage will be tested by a regular M.A. comprehensive ex-

amination. In addition to the M.A. comprehensive examination, the students must also take a test demonstrating their reading knowledge of a second foreign language, as required in the M.A. program—unless they can show that they have already satisfied this requirement in the course of their work toward the M.A. degree.

2) If they have not done so previously, students admitted to the Doctoral program should incorporate into their curriculum a course in the culture of the nation whose literature and language they are studying.

3) The History of the Language course (RL 705-706 in French, RL 905-906 in Spanish) is mandatory in Plans I and II, except for students who have taken the equivalent of this course elsewhere.

4) A reading knowledge of Latin is required of all candidates, regardless of Plan, and should be achieved early in the program. A reading knowledge of German is compulsory only in Plan III. It is highly recommended, however, for Plans I and II.

5) One year of residence is required, conceived of as two four-course semesters (three credits per course) in a fall-spring or spring-fall sequence. Teaching fellows of the Department fulfill the residence requirement by taking three courses per semester while teaching two. Students teaching elsewhere also fulfill the residence requirement by taking three courses per semester.

During the year of residence, the student must be registered at the University and following a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is engaged in writing a dissertation.

6) Ordinarily, Doctoral candidates will be permitted to take only one course for credit during the summer. Exceptions may be granted only when the student is unusually well-qualified and has obtained the permission of the Chairperson and both professors.

7) Upon completion of course work, the Doctoral student must pass oral and written comprehensive examinations. A student who fails any segment of the comprehensive examinations twice will automatically be dropped from the program.

Comprehensive examinations are held in October and May. The student should notify the Departmental office three months in advance of his or her intention to take the examinations, reserving the option to withdraw the examination application at least one week before the schedule date. An eight-year limit established by the Graduate School for the completion of Doctoral work is intended to cover exceptional cases in which candidates may be hampered by hardship and/or matrimony. Neither the students nor their mentors expect their association, however inspirational it may be, to be so leisurely. When possible, candidates should plan to take comprehensive examinations after the third or fourth year of graduate work, leaving at least a year for the dissertation.

8) The subject of the dissertation must be submitted for approval by the Department after the student has passed all comprehensive examinations.

As soon as possible after completing Doctoral comprehensives, and determining the thesis topic, the student is given a thesis director, an expert in the field, with whom he or she works out a more specific topic, an outline for its development, and a bibliography. After the thesis topic and the outline have been approved by the Graduate Faculty and while the research and writing are in progress, the thesis director supervises the work of the student which must be reviewed by two other readers. March 1 is the deadline for submission of copies of the completed Ph.D. dissertation to the director and readers for May graduation. April 1 is the deadline for submission of the completed Ph.D. dissertation to the director and readers for September graduation.

9) A B average is the minimal Departmental requirement for good standing.

Plans of Study

Plan I: French or Spanish Literature

Candidates electing the doctoral program in this plan must achieve the following:

- 1) A high degree of competence in one Romance language, literature, and culture. Specialization in a limited area of the literature.
- 2) Superior achievement in the area of concentration and potential for research work.

- 3) General coverage of the major literature.
- 4) Specialization according to the following options:
French—two consecutive centuries of the major literature
Spanish—Middle Ages and Renaissance
Siglo de Oro (with dates)
Nineteenth and twentieth centuries
Latin-American literature
- 5) RI 705–706 or RI 905–906 passed with distinction.

Comprehensive Examinations will include:

- 1) General coverage of the literature—an oral examination of three hours' duration.
- 2) Area of specialization—written essay of eight hours' duration and an exposé of one hour's duration, the latter limited to the area of the dissertation.

Plan II: Romance Literature

Candidates who concentrate in Romance Literature must achieve a high level of competence in the following areas:

- 1) General coverage of the major literature.
- 2) Specialization in three Romance literatures (French, Spanish, and Italian).
- In the medieval period, French, Spanish, or Italian may be replaced by Medieval Latin or Provençal. The student may elect a non-Romance literature as the third of three literatures, but must first obtain the approval of the Department.
- 3) General coverage of the major literature.
- 4) Specialization in three literatures (comparative study of a major period or literary movement).
- 5) Seminar-level courses in the major literature. Adequate coverage of the two minor literatures.
- 6) RI 705–706 or RI 905–906 passed with distinction.

For admission to the program, applicants must have fluent command of at least one Romance language.

A working knowledge of a second Romance language is also required, and the student must initiate the study of the third language as soon as possible, so as to develop graduate capabilities in all three literatures within the time limits set for comprehensive examinations. Early in the program, the student should formulate a program of studies in consultation with the advisor, who will determine the maximum coverage depending upon the adequacy of the student's course background. The minimum coverage is six credits in the second literature and three credits in the third. Comprehensive Examinations will include:

General coverage of the major literature—an oral examination of three hours' duration.

Area of specialization—written essay of eight hours' duration and an exposé of one hour's duration, the latter limited to the area of the dissertation.

The dissertation may deal with a problem in the major literature or involve a comparative study in the period of specialization.

Plan III: Medieval Studies

Requirements for the area of Medieval Studies:

- 1) For admission, applicants must have fluent command of at least one Romance language and a working knowledge of another.
- 2) A reading knowledge of Latin and German must be achieved by the end of the first year.
- 3) Philology: History of the Romance languages.
- 4) Literature: Medieval French, Italian, and Spanish literature. Either Italian or Spanish may be replaced by Medieval Latin or Provençal.

Comprehensive Examinations will include:

General coverage of Romance philology and medieval Romance literature—an oral examination of three hours' duration.

Area of specialization—written essay of eight hours' duration on philology or medieval Romance literature and exposé of one hour's duration, the latter limited to the area of the dissertation.

The dissertation may deal with a study in Romance Philology, in a single medieval Romance literature, in comparative medieval Romance literature, or it may be a scholarly edition of a medieval Romance text.

Financial Assistance

The following forms of financial assistance are available to students

of the Department: University Fellowships, Teaching Fellowships, Graduate Assistantships, Tuition Remission, Work-Study program.

Appointments and awards are competitive. They are based on the candidate's background and experience. The University Fellowship carries the stipulation that the holder not engage in teaching during the period covered by the award. For those seeking Teaching Fellowships, a personal interview is advisable. Students desirous of obtaining information about the terms of University financial assistance should consult the Boston College Bulletin (Graduate Catalogue). Those who are interested in government grants should address themselves to the University Financial Aid Office.

Further information on the Graduate Program in Romance Languages and Literatures can be found in the Romance Languages Department Graduate Handbook, which may be obtained by writing to: Boston College, Department of Romance Languages, Chestnut Hill, Massachusetts 02135.

Course Offerings

French

RI 303 French Phonetics and Oral Expression (F; 3)

A practical introduction to pronunciation and oral expression. The course is designed to help the student improve command of spoken French and to develop awareness of how the French language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of French.

Rebecca M. Valette

RI 304 Advanced French Conversation (S; 3)

This course is designed to give advanced students and prospective teachers of French a greater facility in the spoken language. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach French.

Rebecca M. Valette

RI 305–306 Advanced French Composition and Introduction to Literary Analysis (F, S; 3, 3)

The purpose of this course is to strengthen the students' mastery of French syntax and difficult grammatical problems, so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. This is a required course for French majors. Conducted in French.

The Department

RI 307–308 Survey of French Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of French literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for French majors, open also to other qualified students with superior linguistic preparation. This course is a prerequisite for all advanced literature courses. Conducted in French.

The Department

RI 311 Political and Social Structures in French Literature (S; 3)

This course intends to review the development of ideas with particular emphasis on social structures and political institutions from the Middle Ages to the Third Republic in order to place selected literary works in their historical and social perspective and to show to what degree French literature is a social testimony.

Conducted in French.

Monique E. Fol

RI 397 Roman et Société sous la III République (F; 3)

The novel, while being a fiction, a product of the imagination, is by necessity bound to reality and reflects to a certain extent society and its conflicts. This course intends to study a number of novels and selections which show how the authors bear witness to reality even in their attempts to transform it or escape from it. This problem will be examined in Zola, Maupassant, Barres, Romain-Rolland, Proust, Colette, Nathalie Sarraute, among others.

Monique E. Fol

RI 411 French Literature of the Middle Ages (F; 3)

A study of the different aspects of literature in the Middle Ages: epic

and aristocratic literature (*chansons de gestes*, *romans courtois*), popular literature (*fabliaux*, *Roman de Renart*), didactic literature (*Roman de la Rose*), theater (*mystères* and *miracles*), the "Chroniqueurs"; the poetry of Guillaume de Machaut, Charles d'Orléans, François Villon.

Georges Zayed

RI 421 French Literature of the Renaissance (F; 3)

A study of the historical, philosophical and literary movements which molded the French Renaissance. Selections from Rabelais, the poets of the Pléiade, Montaigne, and others, will be read as reflections of humanistic ideals, wars of religion, and the search for the Good Life in the sixteenth century.

Betty T. Rahv

RI 431 French Literature of the Seventeenth Century (S; 3)

A study of the classical literature of the age. Works of philosophers and moralists such as Descartes, Pascal, La Rochefoucauld, La Bryère, and plays of Corneille, Racine and Molière will be given particular attention.

Joseph Figurito

RI 446 The 18th-Century Frenchwoman (S; 3)

What was Woman's place in the society of the French Enlightenment? The social, moral and cultural role of females will be seen largely through their image in famous novels of the period.

Vera G. Lee

RI 457 The French Theatre in the Nineteenth Century (F; 3)

A study of Romanticism, Realism, and Naturalism in French drama of the 19th century between Hugo's *Hernani* and Antoine's *Théâtre libre*. Special attention will be devoted to the works of Hugo, Musset, Scribe, Augier, and Becque.

Norman Araujo

RI 458 "Contes et Nouvelles" in the Nineteenth Century (S; 3)

While devoting proper attention to the general evolution of the conte in the 19th century, the course will center around the most significant works of Mérimée, Maupassant and Daudet.

Norman Araujo

RI 464 Les Témoins du Moment (1949-1962) (S; 3)

The impact of the German occupation, the Indochina and Algerian Wars on some novelists: Camus, Jean Cayrol, Malraux, Nimier, Sartre, and Kateb Yacine.

Monique Fol

RI 476 The French Theatre in the Twentieth Century (S; 3)

The important currents in modern French Drama, traced from Jarry through the contemporary "absurd" theatre and continued through 1920-1960 and analyzing the trends of the last two decades.

Joseph D. Cauthier, S.J.

RI 481 Literary Analysis and Stylistics (F; 3)

Advanced undergraduate and graduate students will learn through stylistic analysis of selected French writers how to write structured papers and essays and to prepare for oral and written examinations. Students will also learn to read material effectively and to establish a useful card filing system.

Monique M. Fol

RI 483-484 French Poetry from Baudelaire to Surrealism (F, S; 3, 3)

A study of the birth and the development of modern French poetry from the middle of the 19th century to the Second World War: Baudelaire and *Les Fleurs du mal*, the Parnassian poets, the Symbolist poets: Verlaine, Mallarmé, Rimbaud, the poets of the beginning of the 20th century: Valéry, Apollinaire, Péguy, Claudel, the surrealist poets. The characteristics of the poetry and selected texts.

Georges Zayed

RI 485 Le Roman au XX^e siècle (F, 3)

A study of the great literary theories and of the major novelists who exerted an influence on the different currents of thought in the 20th century: Bourget, Gide, Proust, Mauriac, Sartre, and Camus. George Zayed

RI 486 La Poésie au XX^e siècle (S, 3)

A study of the great literary theories and of the major poets who exerted an influence on the different currents of thought in the 20th century: Valéry, Péguy, Claudel, Apollinaire, etc.

Georges Zayed

Italian

RI 313 Political and Social Structures of Italian Literature (F; 3)

This course intends to examine the relationship between literature and politics from the Middle Ages to contemporary Italy in order to determine the social function of literature. Conducted in Italian.

Salvatore Cappelletti

RI 317-318 Survey of Italian Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of Italian literature. Masterpieces from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Italian majors, open also to other qualified students with a superior linguistic preparation. Conducted in Italian.

Maria P. Simonelli

RI 509 Petrarch and The Italian Petrarchism of the 16th Century (F; 3)

The course will first investigate the formal and semantic components of Petrarch's *Rerum Vulgarium Fragmenta*. The same components will be traced in the works of such important 16th century Petrarchists as Pietro, Bembo, Giovanni della Casa, F. M., Molza, Bernardo, Tasso. The lyrics of such representative female poets as Vittoria Colonna, Gaspara Stampa and Chiara Magrani will also be examined.

Maria P. Simonelli

RI 551-552 Romanticism in Italian Literature (F, S; 3, 3)

A study of the major writers of Italian literature of the nineteenth century. Detailed analysis of the works of Foscolo, Leopardi and Manzoni. The literature of patriotism as reflected in these and other writers of the century. (Conducted in Italian)

Joseph Figurito

RI 583 Tasso and Tassismo (S; 3)

A study of Tasso's major works (in particular, the *Aminta*, the *Gerusalemme Liberata* and *Rime*) and his influence on the writers of the Baroque period. (Conducted in Italian)

Salvatore Cappelletti

RI 591 Profiles of Italian Literature from 1870 to 1914 (F; 3)

The course will examine the literary movements that appeared after the unification of Italy. The following movements and representative authors will be studied: In prose, "Realism" from Verga to Svevo; "Decadence" in the novels and dramas of D'Annunzio. In poetry, "Neoclassicism" in Carducci and Pascoli; "Decadence" in D'Annunzio; "Crepuscularism" in Gozzano; and "Futurism." Maria P. Simonelli

Spanish

RI 323 Spanish Phonetics (F; 3)

A practical introduction to pronunciation, sentence structure, and word classes. The course is designed to help the student improve command of spoken Spanish and to develop awareness of how the Spanish language functions. Classwork and individual exercises will be supplemented by laboratory work. The course is particularly recommended for future teachers of Spanish.

The Department

RI 324 Advanced Spanish Conversation (S; 3)

This course is designed to give advanced students and prospective teachers of Spanish a greater facility in spoken language. An introduction to descriptive phonetics is integrated with exercises of pronunciation and intonation. Aural comprehension and fluency of expression will be developed through group discussion, individual exposés, taped interviews and literary recordings. This course is recommended for all students who plan to teach Spanish.

The Department

RI 325-326 Advanced Spanish Composition and Introduction to Literary Analysis (F, S; 3, 3)

The purpose of this course is to strengthen the students' mastery of Spanish syntax and difficult grammatical problems so that they may express themselves correctly and accurately in expository writing. Students will be introduced to techniques of close literary analysis. Not for graduate credit. Conducted in Spanish.

J. Enrique Ojeda

RI 327-328 Survey of Spanish Literature (F, S; 3, 3)

Prerequisite: four years of solid high school preparation or two years of college.

An introduction to the study of Spanish literature. Selected texts from the Middle Ages to the 20th century will be analyzed against the background of historical events and European literary movements. This is a required course for Spanish majors open also to other qualified students with superior linguistic preparation. Conducted in Spanish.

Robert L. Sheehan

RI 333-334 Conversational Approach to Latin America (F, S; 3, 3)

A structured treatment of contemporary Spanish America, including such topics as politics, religion, women, the economy, leisure, media, science, literature and the arts. Discussion based on selected contemporary books and periodicals. Northern tier countries will be treated in the first semester, southern in the second. Open to majors and non-majors with basic proficiency in oral Spanish. Robert L. Sheehan

RI 631-632 Spanish Literature of the Golden Age (F; 3)

A study of the major authors and their works, with extensive required readings.

RI 671-672 Spanish-American Literature (F, S; 3, 3)

Survey of the development of literary genres in Hispanic America. Foreign influences and criollismo. Various types of novels: the struggle of man against the jungle or the pampa, of Indian against the white man, or man against society. The Spanish-American conscience as expressed by essayists or poets. Guillermo L. Guitarte

RI 915 The Spanish Epic (F; 3)

Origin and development of epic traditions in Spain. The Poema de mio Cid, the Poema de Fernán González, the Siete Infantes de Lara and the epic ballads. The course will be focused upon the first of these poems. Guillermo L. Guitarte

RI 955-956 Romanticism in Spain (F, S; 3, 3)

Origins of Romanticism, foreign influences, contrasts with Classicism and poetic and dramatic techniques. A study of the major authors and their works.

RI 958 The Age of Galdós (S; 3)

A representative selection of Galdó's novels, Episodios Nacionales and Theater will be read against the historical and social background of the period. J. Enrique Ojeda

RI 972 Rubén Darío (S; 3)

Study of the chief poet of Latin American Modernism. Darío's life and influence. Characteristics and themes of his art. Reading of his main books. Guillermo L. Guitarte

RI 975 The Andean Novel (F; 3)

An examination of the Major trends of the novel of the Indian in Bolivia, Ecuador and Perú. Works by Alcides Arguedas, Jorge Icaza, José María Arguedas and others will be examined. J. Enrique Ojeda

Romance Literature, Methodology and Philology Courses Offered in English**RI 361 Baudelaire and Edgar Allan Poe (S; 3)**

The fame of Poe in France. The originality of his work and literary theory, his influence on Baudelaire and the French Symbolists. The drama of Baudelaire's inner life: satanism versus spiritualism. The traps of oblivion. His poetry centered in "le frisson nouveau," Correspondances and symbol. Les Fleurs du Mal at the crossroads of the 19th century. Conducted in English. Georges Zayed

RI 396 Teaching of Modern Languages (F; 3)

Analysis of approaches and methods in modern language teaching. Presentation of specific techniques, including the use of audio-visual aids. Emphasis is placed on developing lesson plans and suitable evaluation techniques. Rebecca M. Valette

RI 398 Theatrical Aspects of the Novel (F; 3)

Many famous novelists began their careers as playwrights: Cervantes, Fielding, Stendhal, Gogol for example. This course examines the essential components of both drama and prose fiction, revealing the interdependence of their techniques within the forms of the modern novel. We shall also consider the adaptation of novels to the stage and the cinema. (Lectures and selected readings in English). Jill Syverson

RI 699 Honors Seminar in French, Spanish and Italian (S; 3)

Jill Syverson

RI 790 Reading and Research (F, S; 3, 3)

Supervised reading within specific areas, for the solution of individual problems of research. This course may be taken only with the permission of the chairperson.

By arrangement

The Department

RI 802 Thesis Direction (F, S; 0,0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

RI 807 Methods of Teaching Foreign Languages at the College Level (F; 1)

This course will be required of all Teaching Assistants and will be open to other students with permission of the professor. The course will count for one credit and may run one or two semesters.

Rebecca M. Valette

RI 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation, and pay the fee, during each semester of their candidacy. The registration entitles them to the use of University facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Bi-Lingual Education Courses**RI 391 Caribbean History and Culture (S; 3)**

This course will deal with the social, economic and cultural history of the main islands of the Caribbean. It will also consider the impact of the Caribbeans on the American scene.

The Department

RI 394 Methods in Bi-lingual Education (S; 3)

This course will explore the history, methods and materials of bilingual education. It will deal with some of the problems of the new minorities and how education can help in dealing with them.

The Department

Slavic and Eastern Languages**Faculty**

Professor Lawrence G. Jones, A.B., Lafayette College; A.M., Columbia University; Ph.D., Harvard University

Associate Professor Irina Agushi, A.B., University of Melbourne; A.M., Indiana University; Ph.D., Harvard University

Associate Professor Michael J. Connolly, Chairman of the Department A.B., Boston College; Ph.D., Harvard University

Lecturer Jovina Y. H. Ting, A.B., Guoli Taiwan Daixue; M.A., Kent State University; Ph.D., New York University.

Program Description

The Department administers three different Master-of-Arts degree programs:

Russian Language and Literature
Slavic Studies
General Linguistics

Additionally the Department participates in a program for the Master of Arts in Teaching (MAT) with the Graduate Division of the School of Education.

Admission: For admission to MA candidacy in Russian or Slavic Studies students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) and must be acquainted with the major facts of Russian literature and history.

Students applying in General Linguistics, a program which stresses structural, semiotic and philological techniques with an emphasis on the interdisciplinary nature of Linguistics (i.e. not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in Linguistics, and have

done introductory work in the intended areas of concentration (e.g. psychology, speech therapy, mathematics).

Since Slavic Studies and Linguistics programs involve a significant proportion of work in other departments of the university, candidates in these areas would be expected to meet the prerequisites for all such courses and seminars.

The Department welcomes, but does not require, Graduate Record Examination scores.

Students with an undergraduate degree who require preparation for admission to the MA may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program.

Degree requirements:

All programs require:

- a minimum of ten one-semester courses (thirty credits) in prescribed graduate-level course work;
- three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent;
- two special-field examinations;
- a supervised research paper of publishable quality on an approved topic.

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Registrar as a single comprehensive-examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

MA Russian:

Qualifying examinations on Russian language, Russian literature, and the application of linguistic analysis to Slavic.

Special-field examinations on any two of the following five areas: Early Slavic linguistics and culture; a Russian literary genre; a period, author or movement in Russian literature; advanced grammatical topics in Russian; a special approved topic (e.g. Russian history, Soviet ideology, translation technique, etc.).

MA Slavic Studies:

Qualifying examinations on a major emphasis area, a minor emphasis area, and a written review of a problem in the history of Slavic Studies.

Special-field examinations: an oral colloquium on an assigned topic and a written review/critique of a work in the special field.

Possible emphasis areas: Economics, History, Philosophy/Theology, Political Science, Slavic & East European languages and literatures, Sociology.

MA Linguistics:

Qualifying examinations: a written review of a linguistic article, description of a limited linguistic corpus, an oral colloquium on an assigned general topic.

Special-field examinations: a written review/critique of a work in a specialized field, teaching scripta for three lectures on a special-field topic.

Additionally students must be prepared, in the course of studies, to deal with materials in various languages as required.

The Department has exception procedures to allow limited substitution of requirements. A student may apply up to two courses (6 credits) of advanced work at other universities or research institutes toward program requirements if this work has not been previously applied to an awarded degree.

Course Offerings

Courses offered annually are so marked; all other courses are offered as parts of varying course cycles, and information for any given year may be found in the Registrar's Schedule of Courses.

SI 003–004 Elementary Russian I/II (F, S; 4, 4)

A course for beginners that stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.

Offered annually

Michael J. Connolly

SI 009–010 Elementary Chinese I/II (F, S; 4, 4)

An introduction to the speaking, reading, character writing, and comprehension of the modern Chinese literary language (Mandarin). Additional conversation and language-laboratory work required.

Offered annually

Ting Yueh-hung

SI 053–054 Intermediate Intensive Russian I/II (F, S; 6, 6)

A review of major difficulties in Russian grammar, extensive practice in the reading, translation, paraphrase and analysis of selected Russian texts, plus, in a special practicum, additional vocabulary work, grammar drills and conversation.

Students requiring only one of the two concurrent portions of this course may enroll under SI 051–052 (Intermediate Russian I/II) or SI 057–058 (Russian Practicum: Intermediate I/II) respectively.

Offered annually

Lawrence G. Jones

SI 200 A Survey of Russian Literature (in translation) (F; 3)

Reading, analysis, discussion of representative works, authors and movements in Russian literature from the eighteenth century up to the present day.

Lectures and readings in English.

Offered annually

Lawrence G. Jones

SI 205 Tolstoy and Dostoevsky (in translation) (S; 3)

A comparative presentation of Russia's two major writers. Their different perceptions of reality, their views on art, civilization, Christian ethics, etc., are discussed in connection with their principal novels.

Lectures and readings in English.

Irina Agushi

SI 216 (En 552) Poetic Theory (S; 3)

Traditional and contemporary theories of prosody and metre will be described and analyzed within the framework of modern structural and generative approaches to language as well as from the viewpoint of (Russian) Formalism. Textual material will be mainly English, although students may present texts in any language for required papers.

Lawrence G. Jones

SI 221 (Th 198) The Language of Liturgy (S; 3)

The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the more broadly based systems of non-verbal symbolism (music, gesture, vestments and appointments).

Michael J. Connolly

SI 225 Russian Folklore (in translation) (S; 3)

The world of Russian folk traditions and writings from the earliest times: fairy tales, legends, epics, religion, art, music, and daily life.

Irina Agushi

SI 227 Advanced Russian Grammar (F; 3)

Intensive reading of difficult Russian texts, translation from English into Russian, correct expository composition and a review of fine points of Russian grammar. Conducted in Russian.

Offered annually

Irina Agushi

SI 228 Spoken Russian (F; 3)

Practical phonetics and intonation, syntactic and stylistic characteristics of the spoken language, extensive conversational practice and speaking exercises. Conducted in Russian.

Offered annually

Irina Agushi

SI 233 (En 571) Applied English Grammar and Style (F; 3)

A review of English grammar on modern principles, including constituent and generative analysis, with a view to their application in the writing of clear English prose. Samples of various genres of literary style will be read and used as models for composition exercises.

Lawrence G. Jones

SI 307 Russian Drama (3)

A close study of selected works in this genre from Fonvizin through Tolstoj, Chexov, Blok and Majakovskij to the modern theatre. The structure of the drama and the techniques of the romantic and the realist will be examined. Lectures and readings will be entirely in Russian.

Irina Agushi

SI 308 Dostoevskij and Tolstoj (3)

A study and analysis of realism in the works of two of Russia's most influential writers. Readings and selected criticism. Conducted in Russian.

Irina Agushi

SI 311 (En 527) General Linguistics (F; 3)

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models.

Offered annually

Michael J. Connolly

SI 312 The Indo-European Languages (S; 3)

An introduction to the techniques for a comparative-historical study of the phonology, grammar and etymology of the classical Indo-European languages.

Michael J. Connolly

SI 314 Old Persian and Avestan (S; 3)

The language of the Achemenid cuneiform inscriptions and the related earlier dialect of the Zoroastrian Zend-Avesta.

Michael J. Connolly

SI 316 Old Church Slavonic (F; 3)

The origins and development of the Slavic languages; the linguistic structure of Old Church Slavonic and its relation to modern Slavic languages illustrated through readings in Old Church Slavonic texts.

Offered biennially

Michael J. Connolly

SI 317 Old Russian (F; 3)

An intensive study of the grammar and philology of Old Russian and early East Slavic; readings in Russian readings in Russian secular and religious texts from the Kievan period through the seventeenth century; Russian Church Slavonic as a liturgical language.

Offered biennially

Michael J. Connolly

SI 320 Pushkin and Gogol' (3)

Close readings of the major works of Pushkin and Gogol' as well as related works of Lermontov. Individual literary techniques and styles are studied along with the background of Russian romanticism and the transition to Russian realism. Conducted in Russian.

Irina Agushi

SI 321 Turgenev and his Contemporaries (3)

The aesthetic and ideological values of Turgenev's works; Turgenev's role in literary circles of the mid-19th century in Russia and abroad. Students also explore writings of the period (e.g. Goncharov and Ostrovskij) for their polemical and ideological content. Conducted in Russian.

Irina Agushi

SI 327 Sanskrit (S; 3)

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.

Michael J. Connolly

SI 328 Classical Armenian (S; 3)

A grammatical analysis of Armenian grabar, the classical literary language current from the fifth century A.D. Sample readings from the Classical Armenian scriptural, patristic, liturgical, and historical texts.

Michael J. Connolly

SI 332 The Russian Short Story (3)

The development and structure of the Russian rasskaz and povest' from the sixteenth through the twentieth centuries. Readings in Russian.

Lawrence G. Jones

SI 333 Introduction to the West Slavic Languages (S; 3)

A grammatical and phonological study of a featured West Slavic language (either Czech, Polish or Slovak), structural sketches of the other West Slavic languages, inductive readings in West Slavic texts. Offered biennially

Lawrence G. Jones

SI 334 Introduction to the South Slavic Languages (S; 3)

A grammatical and phonological study of a featured South Slavic language (either Serbo-Croatian, Bulgarian, Slovenian or Macedonian), structural sketches of the other South Slavic languages, inductive readings in South Slavic texts.

Offered biennially

Lawrence G. Jones

SI 341 The Study of Russian Literature (F; 3)

A proseminar in critical and formal techniques for the analysis, researching and appreciation of literature; bibliography, use of refer-

ence works and periodicals; literature from the viewpoints of the authors, readers, and scholars. Readings in Russian.

Irina Agushi

SI 342 Seminar in Russian Poetry (3)

Detailed study of the style, structure and thematic content of works from a selected group of Russian poets. Texts in Russian.

Lawrence G. Jones

SI 343 Old Irish (S; 3)

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts.

Michael J. Connolly

SI 344 Syntax and Semantics (S; 3)

An introduction to the concepts and operations of modern transformational-generative grammar and related models. Theories of meaning.

Michael J. Connolly

SI 348 Chekhov (3)

A close reading in Russian of some of Chekhov's major prose, along with a survey of the critical literature on his works and a brief study of the influence of his style on later Russian writers.

Lawrence G. Jones

SI 349 Advanced Russian Writing and Translation (S; 3)

A study of the subtleties of Russian syntax, vocabulary and style through extensive analytic reading and through both imitative and original writing; the theory and practice of preparing refined translations both from and into Russian.

Conducted in Russian.

Offered annually

Irina Agushi

SI 350 Advanced Practicum in Spoken Russian (S; 3)

Effective use of the spoken language, including an introduction to simultaneous interpreting and the monitoring and transcription of Russian speech; specialized vocabularies.

Conducted in Russian.

Offered annually

Irina Agushi

Other courses in the Department's repertory, offered on a non-periodic basis include:

SI 011-012 Russian Practicum: Elementary I/II; SI 017 Arabic Language and culture; SI 059 Readings from Russian Intellectual History; SI 206 Language, Society and Communication; SI 226 Readings in Russian Short Prose; SI 229 Specialized Readings in Russian Texts; SI 230 Russian Literature of the Fantastic; SI 231 Slavic Civilizations; SI 232 A Survey of Chinese Literature (in translation); SI 305 History of the Russian Language; SI 322 The Structure of Modern Russian; SI 335 Early Russian Literature; SI 336 Seminar in Soviet Literature; SI 337 Comparative Slavic Linguistics; SI 338 Tolstoj & Solzhenicyn; SI 339 Semiotics and Structure; SI 351 Topics in Linquistic Theory. Information on these courses and their availability may be received from the Chairman.

Research Courses

The following tutorials and courses of reading and research are intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter and scheduling are determined by arrangement and such courses may be repeated for credit.

SI 390 Advanced Tutorial: Russian Language (3)

Irina Agushi

SI 391 Advanced Tutorial: Russian Literature (3)

Irina Agushi

Lawrence G. Jones

SI 392 Advanced Tutorial: Linguistics (3)

Michael J. Connolly

Lawrence G. Jones

SI 393 Advanced Tutorial: Chinese (3)

Ting Yueh-hung

SI 394 Advanced Tutorial: Slavic Linguistics (3)

Lawrence G. Jones

Michael J. Connolly

SI 791 Russian Literature: Reading and Research (F, S; 3, 3)
By arrangement Irina Agushi
Lawrence G. Jones

SI 792 Linguistics: Reading and Research (F, S; 3, 3)
By arrangement Michael J. Connolly
Lawrence G. Jones

SI 794 Slavic Linguistics: Reading and Research (F, S; 3, 3)
By arrangement Lawrence G. Jones
Michael J. Connolly

Sociology

Faculty

Visiting Professor Benedict S. Alper, A.B., Harvard University

Professor Peter L. Berger, A.B., Wagner College; M.A., Ph.D., New School for Social Research

Professor Severyn T. Bruyn, A.B., A.M., Ph.D., University of Illinois

Professor John D. Donovan, A.B., A.M., Boston College; Ph.D., Harvard University

Professor Lynda Lytle Holmstrom, Chairperson of the Department
B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

Professor Ritchie P. Lowry, A.B., A.M., Ph.D., University of California at Berkeley

Visiting Professor Richard Quinney, B.S., Carroll College; M.S., Northwestern University; Ph.D., University of Wisconsin

Professor David Horton Smith, A.B., University of Southern California; A.M., Ph.D., Harvard University

Associate Professor Jeanne Guillemin, A.B., Harvard University; A.M., Ph.D., Brandeis University

Associate Professor David A. Karp, A.B., Harvard College; Ph.D., New York University

Associate Professor Seymour Leventman, A.B., Washington State College, Chicago; A.M., Indiana University; Ph.D., University of Minnesota

Associate Professor Michael A. Malec, B.S., Loyola University; M.S., Ph.D., Purdue University

Associate Professor John B. Williamson, B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Assistant Professor Paul Bernstein, A.B., University of Michigan; A.M., Ph.D., Stanford University

Assistant Professor Charles K. Derber, B.A., Yale University; Ph.D., University of Chicago

Assistant Professor Paul S. Gray, A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University

Assistant Professor Sharlene J. Hesse-Biber, A.B., A.M., Ph.D., University of Michigan

Assistant Professor Stephen J. Pfohl, B.A., Catholic University of America; M.A., Ph.D., Ohio State University

Assistant Professor Joyce R. Rothschild-Whitt, B.A., University of Illinois; M.A., Ph.D., University of California

Assistant Professor Paul G. Schervish, A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin

Assistant Professor Eve Spangler, A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts

Program Description

Master's Program

ADMISSIONS: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants are en-

couraged to submit, in addition to the usual transcripts and letters of reference, any information which might enhance their candidacy. GRE's are recommended but not required. Personal interviews, when practical, are desirable. Applications should be forwarded to the Department Graduate Admissions Committee. **REQUIREMENTS:** (a) thirty credit hours, including: (1) Theory Pro-seminar (two semesters), (2) Advanced Research Methods, (3) Multivariate Statistics and (4) one additional Methods or Statistics course; and (b) a comprehensive examination.

Highly qualified students may be accepted directly into the Ph.D. program.

Doctoral Program

ADMISSIONS: A small number of students are admitted to doctoral study. The primary criteria for admission are academic performance and promise of outstanding independent work. (See also Master's statement above.) **REQUIREMENTS:** (a) Twenty-four credit hours above the M.A. level including one additional Methods or Statistics course; (b) one year residency; (c) Ph.D. qualifying examination; (d) formal admission to candidacy; (e) dissertation and oral defense.

The Department also offers four optional sequences of courses and related experiences: 1) A program in Social Economy and Social Policy to train M.A. and Ph.D. students for research careers in areas of corporate systems and worker self-management. Funded by a grant from NIMH, it provides for tuition remission, stipends and travel funds; 2) The Applied Social Research Sequence for M.A. and Ph.D. students is designed to develop skills in areas of applied quantitative sociology; 3) the Field Research Specialization for M.A. and Ph.D. students develops skills in participant observation, intensive interviewing and related methods for studying social life firsthand; and 4) for M.A. and Ph.D. students, the Crime, Social Justice and Social Control Sequence provides an in-depth knowledge of both substantive and methodological issues in the study of crime and social deviance and promotes a value-focused examination of the consequences of past, present, and possible future strategies of social control.

Financial Assistance

The department has a limited number of cash awards in the form of assistantships and tuition waivers. Awards are made on the basis of academic performance, need, experience and skill, as well as department requirements. Application should be made to the Department Graduate Admissions Committee.

Other Information

The department publishes a brochure on its graduate programs, and a more detailed "Guide to Graduate Study" which is available on request.

Course Offerings

Sc 319 The Sociology of Knowledge (F; 3)

A systematic presentation of the sociology of knowledge as a theory dealing with the interrelations of social institutions and consciousness, society and ideas.

Peter L. Berger

Sc 325 Crime and Justice in the Bible (F; 3)

The course, to be given jointly by a professor of Sociology and a professor of Theology, will explore sociological and theological issues in selected Old Testament texts which deal with concepts of justice and with criminal incidents. The course is designed to introduce students to those aspects of the Bible which cast light on life in biblical times and the enduring effect of biblical laws and customs.

Benedict S. Alper
J. Cheryl Exum

Sc 327 Childcare Supervision I (F; 3)

The course aims to develop theory, methodology and analysis of supervising attitudes and procedures in the childcare and corrective field. Designed for those who have taken Sc 127 and Sc 128, the course is also open to students who have equivalent backgrounds.

Johan Westerkamp

Sc 328 Childcare Supervision II (S; 3)

Johan Westerkamp

Sc 363 Women at Work (F; 3)

An examination of current issues involving women's participation in the labor market: The combination of family and career roles; the social and psychological adjustments of different groups of women; the social and political forms of sex discrimination. A cross-cultural perspective will be utilized in our exploration of these issues.

Sharlene J. Hesse-Biber

Sc 366 Social Problems of the Economy (F; 3)

An exploration of the relationships between social problems and the economic order and how certain economy structures generate social problems and how those problems may be solved in part by creating alternative structures. We will consider such problems as pollution, unemployment, maldistribution of wealth, welfare, and economic domination.

Severyn T. Bruyn

Sc 378 Introduction to Social Work (F, S; 3)

A broad survey of the field of social work, starting with a brief discussion of human behavior. We then deal with individuals, groups and communities. In addition to a consideration of social work methodology, we will examine the historical roots, value foundations and modi operandi of the settings in which social work is practiced.

Dwight S. Adams
Albert F. Hanwell

Sc 422 Topics and Issues in Criminology (F, S; 3)

By arrangement with instructor.

Benedict S. Alper

Sc 440 The Professions and Ethics (S; 3)

A comparative review of ethical problems and codes in medicine, law, and social science. Issues of service to clients, control of information and the education of succeeding generations of practitioners are discussed along with historical change in concepts of professional authority and behavior.

Jeanne Guillemin

Sc 452 Social Justice, Social Movements and Social Change (S; 3)

An examination of the changing societal meanings of "social justice" in American history, with particular emphasis on the last few decades. Visions of social justice will be related to the growth and impact of social movements in the form of societal change. The relative importance of technological vs. social innovation in contributing to societal change will also be discussed.

David Horton Smith

Eve Spangler

Sc 472 Social Stratification: Inequality & Social Control in America (F; 3)

A study of the major class divisions of American society—their internal organization and their relationships to other strata. A major theme of the course concerns the mechanisms used to maintain an inequalitarian class structure in a society which prides itself on an egalitarian ideology.

Paul S. Gray

Sc 491 Modernization and Development (F; 3)

The course presents several theories of social, political, and economic development in the context of explaining events in Asia, Africa, and Latin America. Emphasis is placed on the part played by emerging institutions: parties, bureaucracies, trade unions, armies—in meeting the challenges of dependency and modernization.

Paul S. Gray

Sc 495 Ireland: Society in Transition (S; 3)

A description and analysis of some of the major demographic, social, economic, and cultural changes which are taking place in contemporary Ireland.

John D. Donovan

Sc 511 Field Work Methods (F, S; 3, 3)

This course will allow graduate students to formulate field research projects and pursue those projects under the guidance of the instructor. Case studies from the anthropological and sociological literature will be used as examples of research methods.

Paul S. Gray

David A. Karp

Sc 512 Computer Application in Social Research (S; 3)

A training in the use of program packages oriented toward statistical analysis of large masses of data. Specific packages will be discussed and students will be expected to run programs. No previous experience with computers is assumed but a background in statistics is recommended.

Paul G. Schervish

Sc 513 Evaluation Research (S; 3)

The course focuses on the evaluation of action programs in the health, education and welfare sectors with special attention given to alternative research designs, conflicts between evaluator and program personnel, political pressures and utilization of research design for decision-making.

David Horton Smith

Sc 529 Sociology of the Family and Sex Roles (S; 3)

An analysis of the sociological theories and research dealing with the family with particular attention to its relation to the broader society and the internal dynamics. Considerable emphasis on the interconnections between these aspects and changing sex roles.

Lynda Lytle Holmstrom

Sc 531 Deviance and Social Control (F; 3)

An advanced study of deviance and social control; a critical review of major theoretical and research frameworks; an examination of the process of "becoming deviant" and a discussion of current strategies of social control.

Stephen J. Pfohl

Sc 535 Prisons Past, Present and Future (S; 3)

The course will review the history of punishment, assess the present state of penal philosophy and practice, and consider existing and proposed alternatives.

Benedict S. Alper

Sc 542 Ethics and Social Change (S; 3)

An exploration of methods of making ethical evaluations of projects of social change, on the interface of sociological analysis and ethics. After a number of orienting lectures, students will do case studies of various attempts to induce social change.

Peter L. Berger

Sc 549 Social Problems Theory and Policy (S; 3)

Brief history of the development of popular beliefs and scientific theories about social problems, from evil>equals=evil to blaming-the-victim myths, including deviancy, disorganization, and functional analysis.

Ritchie P. Lowry

Sc 550 Important Readings In Sociology (S; 3)

Members of the seminar will read and discuss a number of books generally considered significant in the development of sociology. Throughout the semester discussion will center on the characteristics of these important researches. A consideration of the relationship between method, theory and analysis. Each work will be analyzed in terms of its general contribution to sociology and its place within the development of particular areas.

David A. Karp

Sc 555 Senior Honors Seminar (F; 3)

Sharlene J. Hesse-Biber

Sc 556 Senior Honors Thesis (S; 3) (S; 6)

By Arrangement

Sc 561 Child Health and Public Policy (F; 3)

The course deals with national and community-level problems in maternal and child health and government approaches to their solution. Material will be presented on other industrialized societies and developing nations. The history of United States legislation of child health programs will be covered, with special reference to current reforms.

Jeanne Guillemin

Sc 566 Introduction to Organizational Democracy I (F; 3)

Prerequisite: Admission to Social Economy and Social Policy graduate program or permission of instructor.

A core course in the Social Economy and Social Policy program. In the first semester of the two-semester course, we will examine the normal form of contemporary organization—bureaucracy—and then the various participatory alternatives: joint labor-management committees; "quality of workplace" projects; worker-owned companies; communitarian settlements and national participatory economies. The class is organized to maximize participation by all students.

Paul Bernstein

Sc 566 Advanced Organizational Democracy II: Theory and Research (S; 3)

An in-depth look at selected topics in organizational democracy, with particular attention to research in the frontier of these issues; the relationship between ownership and control; conditions that sustain or undermine organizational democracy; varieties of work reform; comparison of domestic to international cases; constraints of the en-

vironment on self-managed enterprises; prospects for the development of a cooperative sector.

Joyce Rothschild-Whitt

Sc 567 Fieldwork Practicum in Participatory Organizations (S; 3)

We examine how to change organizations toward greater participation. The student's future role as change-agent or consultant to organizations is examined carefully, as well as the various techniques available for changing organizations towards more democracy and participation that are being practiced in the field. In-field experience will be arranged as far as possible.

Paul Bernstein

Sc 582 The Labor Process and the Transition to Socialism (F; 3)

This advanced course critically reviews various strains of Marxist theory and research on 1) the fundamental contradictions of capitalist relations of production as embodied in the labor process and 2) the potential for overcoming these contradictions through a transition to socialism. Analysis of the history and contemporary shape of domination, class structure, class struggle derived from relations in the work place, and the theory and practice of efforts to institute democratic socialism in Western Europe, Latin America and the United States.

Paul G. Schervish

Sc 583 Evolution of Consciousness (S; 3)

An examination of the principles of evolution which provide insight into human development. The main focus will be on the discovery of new energy fields indicated in part by paranormal behavior. We will study the social and empirical foundations for such phenomena as telepathy, clairvoyance, precognition, psychokinesis, out-of-body experiences, radical healing, and poltergeists.

Severyn T. Bruyn

Sc 597 Work and Personality in the Middle Years (F; 3)

An analysis of the aging processes in middle life and their demographic, psychological, and sociological implications for familial, occupational, and other institutions.

John D. Donovan

Sc 665 Sociology of Law (F; 3)

An examination of the American justice system, primarily from the perspective of the people who work within it: lawyers, judges, policemen, parole officers, prison chaplains, prison guards, court psychiatrists, etc.

Eve Spangler

Sc 666 Economy and Society (S; 3)

An examination of the relationship between the structure of society and the nature of the economic system. Particular attention will be given to an analysis of the economic and class dynamics in American society and alternative forms of social organization to carry out economic activities.

Severyn T. Bruyn

Sc 670 (Mc 670) (Pl670) Technology and Culture (F; 3)

This course examines the philosophical, psychological, social, legal and economic sources, impact and direction of modern technology, focusing upon the effects on the individual, society in general and on organizations. Students should expect to raise and analyze significant issues in these areas. An elementary understanding of some aspect of applied modern technology (e.g., computers, mass communications, etc.), and an interest in where society is, and is going, by virtue of this burgeoning technology is a prerequisite.

William Griffith

Sc 703 Multivariate Statistics (F, S; 3)

We will cover both bivariate and multivariate statistical methods, contingency table analysis, t-tests, F-tests, analysis of variance, correlation, multiple regression, path analysis, and factor analysis. Emphasis is on the interpretation of statistical data. The SPSS statistical package is used throughout the course. A knowledge of statistics at the level of Sc 200 will be assumed.

John B. Williamson

Sc 707 Advanced Statistics Practicum (F; 3)

Emphasizes understanding and practical use of several advanced multivariate statistical techniques, such as advanced factor analysis, smallest space analysis, block models, applied matrix algebra, discriminant function analysis, log-linear analysis, panel data analysis, extended time series analysis, advanced causal modeling (structural equation models, dynamic causal models), and other topics. A national sample data base will be analyzed by the student using each technique. Existing computer program packages such as SPSS, SAS, P-STAT and OSIRIS will be utilized. Prerequisites are one course in

multivariate statistics (e.g., Sc 703) and familiarity with at least one computer data analysis package (e.g., SPSS).

David Horton Smith

Sc 710 Advanced Research Methods (S; 3)

An overview of the alternative approaches available to the social researcher. Among those considered are: survey research, intensive interviewing, observational field research, experimental research, historical analysis, content analysis, aggregate data analysis, comparative research methods, and evaluation research. Special attention to research design and grant proposal preparation.

John B. Williamson

Sc 714 (As 724) Graduate Core Colloquium: An Introduction to The Literature of American Studies (F; 3)

See American Studies section for description.

Sc 715 Proseminar: Sociological Theory I (F; 3)

An examination of European philosophical and intellectual traditions forming the general theoretical perspectives of modern sociology; of contemporary theoretical schools including symbolic interactionism, functionalism, and Marxism; the development of cultural theory.

Seymour Leventman

Sc 715 Proseminar: Sociological Theory II (S; 3)

Stephen J. Pfahl

Sc 719 (Th 825) Seminar: Critical Sociology (S; 3)

Using materials from both the main sociological tradition and from the Frankfurter Schule and other social critics, the seminar will concentrate on the problem of the relation between sociology and social ethics. It aims at a sociological methodology which is ethically relevant.

Theodore Steeman, O.F.M.

Sc 766 Political Economy and Self-Management (F; 3)

An examination of the political basis for developing self-management within the workplace and the corporation, in the context of industrial sectors of the economy.

Charles K. Derber

Sc 780 Seminar on Parsons (F; 3)

Theodore Steeman, O.F.M.

Sc 799 Reading and Research (F, S; 3)

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration.

The Department

Sc 800 Master's Interim Study (F, S; 0, 0)

The Department

Sc 801 Thesis Seminar (F, S; 3, 3)

By arrangement

The Department

Sc 802 Thesis Direction (F, S; 0, 0)

A non-credit course for those who have received six credits for Thesis Seminar but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

By arrangement

The Department

Sc 900 Teaching Apprenticeship (F, S; 3)

By arrangement

The Department

Sc 901 Research Apprenticeship (F, S; 3)

By arrangement

The Department

Sc 902 Seminar in the Teaching of Sociology (F, 3)

By arrangement

Michael A. Malec

Sc 990 (As 990) Graduate Core Seminar (S; 3)

See American Studies section for description.

Sc 998 Doctoral Comprehensive

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive. The registration fee plus the activity fee are the only payments required. The course title will not appear on the student's academic record nor will any credit be granted.

Sc 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register, and pay the fee, for doctoral continuation during each semester of their candidacy. This registration en-

titles them to the use of the university facilities (library, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Theology

Faculty

Gasson Chair Professor Avery Dulles, S.J., A.B., Harvard; Ph.L., Woodstock; S.T.L., S.T.D., Gregorian University

Professor Ernest L. Fortin, A.A., A.B., Assumption College; S.T.L., University of St. Thomas, Rome; Licentiate, University of Paris; Doctorate, University of Paris

Professor James Hennesey, S.J., A.B., Loyola University; Ph.L., S.T.B., S.T.L., Woodstock College; Ph.D., Catholic University

Professor Rev. Philip J. King, A.B., St. John Seminary College; S.T.B., St. John Seminary School of Theology; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Visiting Distinguished Professor Rev. Bernard J. F. Lonergan, S.J., A.B., Heythrop College; S.T.L., S.T.D., Gregorian University

Associate Professor Stephen F. Brown, A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

Associate Professor Mary F. Daly, A.B., College of St. Rose in Albany; A.M., Catholic University; S.T.L., S.T.D., Ph.D., University of Fribourg

Associate Professor Robert Daly, S.J., Chairman of the Department A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg

Associate Professor Harvey Egan, S.J., B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Associate Professor Rev. Thomas H. Groome, A.B., St. Patrick's College, Ireland; A.M., Fordham University; Ed.D., Columbia Teachers College

Associate Professor Frederick Lawrence, A.B., St. John's College; D.Th., University of Basel

Associate Professor David Neiman, A.B., A.M., University of Chicago; Ph.D., Dropsie College for Hebrew Learning

Associate Professor Rev. James A. O'Donohoe, A.B., Boston College; J.C.D., Catholic University of Louvain

Associate Professor Pheme Perkins, A.B., St. John's College; A.M., Ph.D., Harvard University

Associate Professor Anthony Saldarini, A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Yale University

Associate Professor Margaret Amy Schatkin, A.B., Queens College; A.M., Ph.D., Fordham University; (Cand.) Th.D., Princeton Theological Seminary

Associate Professor Theodore Steeman, O.F.M., B.D., Weert; Drs. Soc. University of Leyden; Ph.D., Harvard University

Associate Professor Frans Jozef van Beeck, S.J., Ph.L., Berchmanianum, Nijmegen; Ph.D., Universiteit van Amsterdam; S.T.L., Canisianum, Maastricht

Associate Professor Thomas E. Wangler, B.S., LeMoyne College; M.A., Ph.D., Marquette University

Assistant Professor Mary Boys, S.N.J.M., A.B., Fort Wright College; M.A., Columbia University; Ed.D., Columbia University

Assistant Professor Lisa Sowle Cahill, A.B. University of Santa Clara; A.M., Ph.D., University of Chicago

Assistant Professor Edward R. Callahan, A.B., A.M., Boston College; S.T.L., Weston College; S.T.D., Gregorian University

Assistant Professor Gerald T. Carney, A.B., Cathedral College; A.M., Ph.D., Fordham University

Assistant Professor David F. Carroll, S.J., A.B., College of the Holy Cross; A.M., Boston College; S.T.L., Weston College

Assistant Professor Patricia E. DeLeeuw, A.B., University of Detroit; M.S.L., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto

Assistant Professor J. Cheryl Exum, A.B., Wake Forest University; A.M., M.Phil., Ph.D., Columbia University

Assistant Professor Miles L. Fay, S.J., A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; S.T.D., University of St. Thomas Aquinas, Rome

Assistant Professor James Halpin, S.J., A.B., A.M., M.S., Boston College; Th.L., San Francisco, Barcelona, Spain; S.T.D., Gregorian University, Rome

Visiting Assistant Professor Charles J. Healey, S.J., M.A., Boston College; S.T.L., Weston College; Th.D., Gregorian University

Assistant Professor Claire Lowery, R.S.C.J., A.B., University of San Diego; M.Div., D.Min., Andover Newton Theological School

Assistant Professor H. John McDargh, A.B., Emory University; Ph.D., Harvard University

Assistant Professor Susan M. Praeder, B.A., Radcliffe College; M.A., Ph.D., University of California at Berkeley

Assistant Professor Patrick J. Ryan, S.J., A.B., A.M., Boston College; A.M., Assumption College; S.T.L., Weston College; S.T.D., Gregorian University

Assistant Professor James M. Weiss, A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Lecturer Thomas Fitzpatrick, S.J., A.B., Boston College; A.M., Weston College; Th.D., University of Innsbruck

Lecturer Padraig O'Hare, Associate Director of Institute of Religious Education and Service
A.B., St. Francis College; A.M., Fordham University; A.M., Manhattan College; Ed.D., Columbia University

Lecturer Francis Sullivan, S.J., A.B., Boston College; A.M., Boston College; S.T.L., Boston College; Dr. Theol., l'Institut Catholique de Paris

Program Description

Boston College is one of 9 member schools of the highly successful Boston Theological Institute, a consortium which includes the Boston College Theology Department, Andover Newton Theological School, Boston University School of Theology, Episcopal Divinity School, Gordon-Conwell Theological Seminary, Harvard Divinity School, Holy Cross Greek Orthodox Seminary, St. John's Seminary and Weston School of Theology. All graduate students in any of Boston College's 6 graduate Theology and Religious Education/Pastoral Ministry programs enjoy the privileges of full cross-registration, faculty exchange programs and library facilities in the 8 other schools.

M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic careers, or (2) as an academic preparation for those moving towards various professional, religious or ministerial careers, or (3) as part of an enrichment or retooling program for those already established in such careers.

Students applying for admission to the M.A. Program in Theology should have at least a B average and a solid undergraduate Theology major or the equivalent. This means the documented and/or proven ability to do graduate level work in Theology. Where this is found to be insufficient, supplementary work will have to be done by the student before formal entry into the 30 credit phase of the program.

GRE scores, two letters of recommendation, a statement of purpose, etc., are required for admission.

Candidates for the M.A. are required to complete 30 credits for the degree as follows: 15 credits must be taken in one of the four possible areas of specialization—Bible, Historical Theology, Systematic Theology, Christian Ethics; one three credit M.A. Seminar; one general course in EACH of the three areas of theology outside of one's specialization. An M.A. thesis, with the approval of one's advisor and the department, may substitute for 6 of the required credits. French or German reading knowledge will be tested. (Successful completion of this requirement is a pre-requisite for admission to comprehensives.) Latin, Greek, Hebrew are required to the extent that they are needed in one's specialized area. Written and oral comprehensive exams are given.

The Theology department also cooperates with the Institute for the Study of Religious Education and Pastoral Ministry and the graduate department of Education and the School of Management in offering the Masters (M.Ed.) in Religious Education, the Certificate of Advanced Educational Specialization, the M.A. in Pastoral Ministry, and the Ph.D. in Religion and Education. See above the section: Institute of Religious Education and Pastoral Ministry.

Doctoral Program

The department of Theology, in a Joint Graduate Program with Andover Newton Theological School, offers the Ph.D. in Theological Studies.

Areas of Specialization are: Christian Ethics, History of Christian Life and Thought, and Systematic Theology.

Specialization in Christian Ethics brings the sociology of religion and Christian social ethics together as ways of exploring and giving normative guidance to involvement of the church in culture and society. Concentration in the History of Christian Life and Thought examines historical forms of Christian faith, theology and doctrine, behavior, ritual, and institutional development, as well as the problems connected with a theology of history. The area of Systematic Theology is the contemporary intellectual reflection on the Christian mysteries as an interrelated whole. A minor in Biblical studies is also offered.

Among the more distinctive features of this program are:

- (1) The Graduate Colloquia. These bring together in a regular seminar students from all areas of specialization with faculty members from the various fields in order to study basic works of the theological tradition, and develop research abilities in the areas of major and minor specializations.
- (2) The Faculty/Student Seminar which brings faculty and students together for a panel/seminar in which faculty members from different fields of specialization present their views on a topic that has interdisciplinary ramifications;
- (3) A dissertation option which allows the student to present three publishable articles in place of the normal dissertation

in classical format.

The combination of a Protestant school of divinity and a Catholic University, within the larger possibilities of the Boston Theological Institute, produces faculty and library resources very favorable for study.

Requirements:

LANGUAGES: The language examinations, testing the student's proficiency in reading French and German, must be passed before admission to the comprehensive examinations (usually at the end of the second year).

Students admitted to the program will have completed the M.Div. or equivalent degree, or will have completed a bachelor's program with a strong background in religion, theology and/or philosophy.

Both written and oral examinations are required: special exams in the candidate's field of concentration, general exams in the other two areas. (A Bible requirement may be passed by completion of three advanced courses.) Candidates may write a dissertation in the classical format or submit three publishable articles, one of which would clearly reflect the major field of concentration. Each dissertation or major article will be defended by the candidate in public disputation.

Religious Education—Pastoral Ministry

See separate listing under Religious Education and Pastoral Ministry section.

Course Offerings

Th 305 Pentateuch

Examination of the composition and final shape of the Pentateuch as a literary and theological document. Major themes will be traced and selected passages will be exegeted.

Offered Spring, 1982-83

J. Cheryl Exum

Th 306 Hebrew Poetry: Prophecy and Wisdom

An introduction to the prophetic and wisdom movements in Ancient Israel through exegesis of selected texts. Attention to questions of stylistics and aesthetics as well as historical setting and theological significance.

Offered Fall, 1982-83

J. Cheryl Exum

Th 307 Former Prophets (S; 3)

Studies in early Israelite history and theology as represented in the books of Judges, Samuel and Kings. The account of the approximately 200-year period from the last of the judges to the division of the kingdom after the death of Solomon will be approached primarily from a literary perspective and will focus on the following topics and their theological implications: the failure of Samson, the tragedy of Saul, David the chosen, David and the irony of kingship, the wisdom and folly of Solomon; the tension surrounding the monarchy and the split of the kingdom.

J. Cheryl Exum

Th 311 Eighth Century Prophets: Israel and Judah (S; 3)

An in-depth study of some of the major prophets in terms of their times and their message, with special attention to their meaning for today.

Philip King

Th 312 The Psalms and Their Meaning for Today (F; 3)

A form-critical analysis of selected Psalms with emphasis on their theological content and relevance for today.

Philip King

Th 314 The Search for Wisdom in Christianity and Judaism (F; 3)

This course will examine the canonical and deutero-canonical wisdom books of the Old Testament, the presence of wisdom in the New Testament and the development of wisdom in Rabbinic literature. Dominant themes and select passages will be stressed. Faith and rational understanding of the world will be central topics.

Anthony J. Saldarini

Th 315 (Hs 315) Christians and Jews under Islam: Religious and National Identities in the Middle East (F; 3)

Over the last one hundred years nationalism has seemed to replace religion-based notions of community in the Middle East. In some instances religion has been used to promote loyalty to the nation while in others it has seemed to be at war with it. How have the past experiences of Christians and Jews living under Islam affected their response to this transformation? Related topics to be discussed include: tolerance and intolerance in Islam, Ottoman policies toward non-Muslims, secularization of religious loyalty, confessionalism in Lebanon, and Christian and Jewish minorities in the Arab world.

Benjamin Braude

Th 319 Second Isaiah

This prophet will be treated in terms of his historical environment and his own time; his oracles make little sense if one is ignorant of his milieu. Key passages will be studied in depth. Serious consideration will be given to the relevance of Second Isaiah in our own day. Hebrew is not required. However, this is not a beginner's course; an introductory course is prerequisite.

Offered Spring, 1982-83

Philip King

Th 321 Book of Genesis as Theology and as Literature

The book of Genesis is a masterpiece of literature and a rich source of theology; at the same time it is relevant literature. This course will provide an overview of the book of Genesis and will concentrate on some key passages in an effort to appreciate their literary value and to extract their theological richness. A knowledge of Hebrew is not required, but it would enhance the course. A background in Old Testament is presupposed; this is not a beginner's course.

Offered Fall, 1982-83

Philip King

Th 322 New Testament and Jewish Reinterpretation of the Old Testament

The process of change and creative adaptation in religion will be studied through the early Christian reinterpretation of the Old Testament to apply to Jesus, the Dead Sea Scroll's use of the Old Testament to explain the history of their sect and the Jewish rabbis' revitalization of ancient Jewish law to meet new circumstances.

Offered Spring, 1982-83

Anthony J. Saldarini

Th 328 Crime and Justice in the Bible. (F; 3)

The course is designed for students interested in exploring theological, literary, and sociological issues raised by selected Old Testament texts which deal with criminal behavior. Conducted jointly by a professor of theology and a professor of criminology, the course will introduce students to principles of scholarly investigation of the Bible and a comparative review of criminal justice in biblical times and today.

Benedict S. Alper
J. Cheryl Exum

Th 357 Pauline Tradition (F; 3)

After discussing the personality, career and theology of the apostle Paul as it is reflected in his letters, this course studies the later followers, opponents, and interpreters of Paul. The impact of his theology on the later church will be traced. Finally, some attention is given to modern Jewish, Christian, and psychoanalytic interpretations of the apostle.

Pheme Perkins

Th 360 Synoptic Narratives

After a survey of the synoptic tradition and an introduction to narrative analysis and interpretation, Matthew, Mark and Luke will be studied separately and comparatively as narrative Christologies and as narratives of first century Christian community. Among the topics to be addressed are: narrative worlds and narration in miracle stories and parables. Sequence structure and scriptural reference in the three synoptics, and the relations between message, means and meaning in narrative.

Offered Fall, 1982-83

Susan Praeder

Th 362 Christology in the New Testament

A survey of the Christological variety of the New Testament as exemplified by Matthew, Mark, Luke-Acts, John, Romans, 1 Corinthians, Ephesians, Colossians, Hebrews and Revelation. The course will inquire into the "what" and "ways" of the New Testament Christology, i.e., into the message of the Christ-event and the means of its expression in narration and argumentation.

Offered Spring, 1982-83

Susan Praeder

Th 363 Luke-Acts as a Narrative Theology (F; 3)

A study of Luke-Acts as a narrative theology, a story of the salvation of God in and through Jesus Christ, Christian existence and community. The course will also include an introduction to issues in Luke-Acts scholarship: Luke and the synoptic tradition, Acts as a source for early Christianity, the genre of Luke-Acts, and the Lukan community.

Susan Praeder

Th 364 Biblical Methodology (S; 3)

An introduction to historical, literary, and theological method in biblical study: source, form, and redaction criticism; literary and rhetorical criticism; structuralism; narrative analysis and interpretation; theological models. Assigned readings and exercises in the Pentateuch, Prophets, Psalms, Gospels, and Pauline epistles.

Susan Praeder

Th 367 The New Testament and Judaism

Themes, ways of thought, practices and historical events common to Judaism and Christianity will be examined in the New Testament and in New Testament sources. Study will focus on the origin of Judaism in Christianity, the independent development of each group and their characteristic ways of relating to God.

Offered Fall, 1982-83

Anthony J. Saldarini

Th 369 The Kingdom of God in Judaism and Christianity (S; 3)

Israel as people, land and kingdom is central to the Old Testament and the Kingdom of God is central to the Gospels. The origins and implications of this metaphor with its attendant ideas of Messiah, eschatology and apocalyptic crisis will be examined in primary sources and secondary literature.

Anthony J. Saldarini

Th 377 Religious Themes in Gerard Manley Hopkins (S; 3)

Though requiring no previous familiarity with the poetry of this famous Jesuit convert-priest, "one of the great religious poets of all times," this course presents for discussion his theologically-based religious themes from the majesty of God to the external glory manifested by the creaturely world. Influences on Hopkins by theologians and mystics like Duns Scotus, Ignatius of Loyola and Marie Lataste will be discussed.

Miles Fay, S.J.

Th 379 Comparative Study of Salvation Models (S; 3)

The distinctive character of non-Western religious traditions is revealed in their understanding of the unsatisfactory aspects of the human condition and their undertaking of religious practice to remedy this situation and to introduce a new level of existence. These traditions provide a valuable comparison with Western salvation models, illustrating the rich diversity of human religious experience and also the underlying goals, transformation processes and theological conceptions. The course will consider both the theology of salvation and the religious practice leading to it.

Gerald Carney

Th 380 Comparative Study of Scriptural Traditions: Hinduism, Buddhism and Islam (F; 3)

This course is designed to supplement the student's knowledge of the Jewish and Christian scriptural traditions with readings from some other major religious traditions. Concern will center on the role played by scripture in the particular religion as well as the underlying theology of revelation and inspiration. While primarily based on readings from these sacred writings, the course will also treat appropriate aspects of religious life in each tradition.

Gerald Carney

Th 381 The Buddha, Krishna and the Christ

These paradigmatic religious figures characterize three distinctive approaches to the meaning of God, the relationship of the divine and human and the model for human life and conduct. The theological development of Buddhism, Hinduism and Christianity will be studied in the context of this "comparative Christological" approach.

Offered Spring, 1982-1983

Gerald Carney

Th 382 Christianity and the Encounter with World Religions

An historical and theological survey of the Christian response to the other major religious traditions and the parallel development of a specifically Christian self-consciousness. Special attention will be given to contemporary questions of the specific character of Christianity and the problem of the Christian mission in a religiously plural world.

Offered Fall, 1982-83

Gerald Carney

Th 389 The Parables of Jesus (S; 3)

Prerequisite: Previous introduction to the methods of New Testament scholarship or consent of the instructor.

Survey of recent developments in the historical and literary critical study of the parables of Jesus, which is primarily concerned with the historical background to the parables and the literary structure of the parables of Jesus. The course centers on detailed analysis of the parables of Jesus preserved in the synoptic gospels and the Gospel of Thomas. It asks after the earliest form and meaning of the individual stories and the later treatment of them by the gospel writers.

Pheme Perkins

Th 408 Christian Theology and History (F; 3)

Analysis of the emergence and development of the notion of historical consciousness or the so-called "historical approach" to the study of human life understood in our day. The rise of historical theology and its different expressions from the end of the nineteenth century to the present. This course is also of interest to students in Political Science.

Ernest Fortin, A.A.

Th 412 Social Teachings of the Early Church (S; 3)

Early Christian attitudes to property, secular government, slavery, war, family and sexuality. Community and the development of social service institutions. Emphasis on concrete issues and social circumstances of the Roman Empire.

Margaret Schatkin

Th 423 Western Fathers (S; 3)

Prerequisite: Latin

Reading and interpretation of selected works of Latin patristic writers.

Margaret Schatkin

Th 425 The Greek Fathers (F; 3)

History of the literary genres of Greek patristic literature, and selected readings from outstanding authors, with attention to style as well as social and intellectual context.

Margaret Schatkin

Th 434 Theology and Psychology of Relationship (F; 3)

A study of spirituality in conjunction with the theological and psychological dynamics of relationship. Course design will concentrate on the living consequences of faith in the life of the minister, patterns, crises, conversion, prayer and symbol.

Claire Lowery, R.S.C.J.

Th 442 Religion in the United States (F; 3)

A historical survey of the religious, theological and institutional developments of the major Christian and Jewish traditions in the United States.

Thomas Wangler

Th 444–464 (Hs 401–402) The Reformation, 1500–1600 (F, S; 3, 3)

This course will survey the religious controversies of the sixteenth century, especially the formation of the Lutheran and Calvinist traditions, and the origins of Tridentine Catholicism. Particular emphasis will be given to pre-Reformation reforms, Christian Humanism and the attempt at a "Middle way" between the confessions, the theological and political consolidation of the Lutheran confession, the theology and politics of Calvinism, the Catholic reform and the Counter-Reformation.

Samuel Miller

James Weiss

Th 445 Faith and Reason in the Middle Ages (S; 3)

A study of the attitude of the Christian writers toward pagan literature and learning during the early Christian and medieval periods. Emphasis on such themes as Christ and Socrates, Athens and Jerusalem, and the so-called "hellenization" of Christian thought. Primary sources include Gregory of Nyssa, Basil, Augustine, Aquinas, Bonaventure, and Ockham.

Ernest Fortin, A.A.

Th 446 Dante and Christianity

Analysis of Dante's view of Christianity and its relation to civil society. Investigation of new approaches to the study of the Divine Comedy and the basic problems that it raises. Of interest also to students in Political Science.

Offered Spring, 1982–83

Ernest Fortin, A.A.

Th 449 American Catholics (F; 3)

History of the people who have been the Roman Catholic community in the United States, from the colonial period to the present.

James Hennessy, S.J.

Th 456 Church of the Renaissance and the late Middle Ages (F; 3)

This course will examine the life of the Church first in terms of the development of fragmentation of its "medieval" heritage, and second in terms of new beginnings in renaissance culture. The course will concentrate on the theologies and the spiritualities of the period, especially on the origins of Christian humanism and of lay spirituality, but it will go on to consider the political aims and crises, the folk religion, and the art of the Church.

James Weiss

Th 458 Conversion in Medieval Europe

This course will investigate possible answers to two questions: 1) Why did the pagan tribes of the early Middle Ages accept Christianity? and 2) What was the effect of their conversion on the Church? We will read both documents of the period in translation, and some of the current work of sociologists and anthropologists on the problem of conversion.

Offered Spring, 1982–83

Patricia DeLeeuw

Th 463 The Bible in the Middle Ages (S; 3)

An introduction to the different efforts to reach the meaning of the Judeo-Christian message as found in Sacred Scripture: Irenaeus' accent on the Church's authority in interpreting the Bible; the allegorical understanding championed by Origen and his followers; the increasing respect of St. Jerome developed for the literal meaning of the Sacred Text; the meditative, prayerful monastic appreciation of the Biblical works; and the more objective, scientific approach of the scholastic theologians. The main focus will be on the texts of Irenaeus,

Origen, Jerome, Augustine, Gregory, Bernard, Anselm of Laon, the Victorines, Lombard, Langton, Bonaventure and Aquinas.

Stephen Brown

Th 469 Catholic Spirituality and the Laity in the Renaissance and Reformation (S; 3)

We will study the attempts to design spiritualities specifically for the laity during the Renaissance and the Catholic Reformation. We shall begin with the *Devotio Moderna* in the North and the early humanist movement in the South. In the latter, we shall treat such specific thinkers as Petrarch, Manetti, and Valla. From those beginnings, we shall examine the great synthesis of the spiritual life proposed by the theologian Erasmus. Then we shall turn to the various schools of Catholic spirituality emerging from the Counter-Reformation which bore on the spirituality of the faith. A major concern of this course will be the question of "secularization" or "paganization" during the Renaissance and Early Modern Period, and the challenge to that thesis by recent interpreters of the religion of the Renaissance (Trinkaus, O'Malley) and of the early modern period (Delumeau).

Offered Fall, 1982–83

James Weiss

Th 475 Six Medieval Theologians II (S; 3)

A study, based on translated original texts, of Bonaventure's *Journey of the Mind to God*, Grace (Ockham), Foreknowledge and Predestination (Robert Holcot), Eternity of the World (Aquinas), motives for the Incarnation (Scotus) and Sacramental Causality (Alexander of Hales).

Stephen Brown

Th 476 The Development of Theology as a Discipline in the Middle Ages (F; 3)

A study, based on translated original texts, examining the positions from Anselm to William of Ockham on the nature of theology. Included: Anselm, Hugh of St. Victor, Robert of Melun, Alexander of Hales, Bonaventure, Aquinas, Godfrey of Fontaines, Henry of Ghent, John of Naples, William of Ware, Hervaeus Natalis, Scotus, Aureoli and William of Ockham.

Stephen Brown

Th 479 Christianization and Paganism, 1300–1700

At the end of the Middle Ages, a large residue of pagan belief and ritual remained in European religion; in the Renaissance, a limited revival of paganism took place. This course will examine these fascinating materials, and will study attempts in the Catholic and Protestant Reformations to "Christianize" the people. We will examine in detail the theses of Delumeau, who holds that the Catholic Counter-Reformation succeeded in this goal, and of Strauss, who finds that the Protestant Reformation failed in the same goal.

Offered Spring, 1982–83

James Weiss

Th 480 Sacramental Theology (S; 3)

Six approaches to a general theology of sacraments; christological, ecclesiological, Word-theology, ecumenical, anthropological, and secular-ethical. After these general approaches, the course will concentrate on Baptism and the ordained ministry. Throughout the course, the doxological nature of sacramental actions and the ecumenical discussion about the sacraments will be emphasized.

Frans Jozef van Beeck, S.J.

Th 487 Fundamental Theology (S; 3)

The foundations and principles of the theological sciences: Revelation, God, the world, man and woman. Scripture (the canon, inspiration, and inerrancy, biblical hermeneutics) and its relationship to tradition. Belief. Authority. Church.

The course will include or allow for the study of such issues as: the crisis in the language of faith; the "God is Dead" theology; secularization theology; the historical Jesus problem; theology and method; the academic, historical and cultural presuppositions and conditions of theology; the Bible and theology; the Bible and ethics, historicity, historical consciousness and theology; doctrinal development; theology and the world; theology and the social sciences; theology, the theologian and the Church; the nature of religious authority; the problems of belief in the modern world, etc.

Robert J. Daly, S.J.

Th 489 Theology of the Eucharist (F; 3)

Origins of the Eucharist in the sacrifices and sacred meals of the Old Testament; tradition of its institution in the New Testament theology of the Eucharist; theology and practice reflected in the major Early Christian Eucharistic Texts; the change—in apparent contrast to prim-

itive Christian practice—to a progressive sacramentalization and institutionalization of the Eucharist (after the Old Testament model); major developments and controversies up to the present. The Eucharist as the life and center of the Church and the believing community of Christians.

Robert J. Daly, S.J.

Th 491 Fundamental Questions in Christology (F; 3)

After a brief introduction to the christologies of the New Testament, this course starts with the origins and the progress of the great christological debates that reached their peak at the Council of Chalcedon (451 A.D.), and which degenerated in the subsequent centuries into the sclerotic neo-chalcedonianism of most medieval christology. After that, an introduction to the sensibilities of the eighteenth century will set the scene for the treatment of the "modern" christological question, viz., the issue as to how the Christ of faith is connected with the Jesus of history; this issue will lead the course back into the New Testament. To conclude, soteriology (including vicarious-satisfaction atonement theory) and some special questions (such as the Virgin Birth, the Resurrection, Jesus' sinlessness) will be explored.

Franz Josef van Beeck, S.J.

Th 510 On the Trinity (F; 3)

An introduction for those who have wondered about God as Three in One: a schematic outline, in lecture format, of the historical development of the trinitarian doctrine with discussion of a possibly relevant systematic understanding of it (the psychological analogy). Required readings from J. N. D. Kelly, *Early Christian Creeds*; B. Lonergan, *Verbum, Word and Idea in Aquinas*, K. Rahner, *The Trinity*.

Frederick Lawrence

Th 511 On the Redemption

Will work towards a systematic of Redemption (soteriology) in response to contemporary theology's narrative and practical exigencies by working through the history of the doctrinal development, attending especially to the contrasts between Anselm and Thomas Aquinas, before dealing with treatments such as those of Balthasar, Schillebeeckx and Lonergan.

Offered Fall, 1982-83

Frederick Lawrence

Th 512 God in the Modern Context

Discussion of the question of God in the light of the modern horizon as anti-metaphysical, historicist, praxis oriented, and threatened by nihilism. Will treat both philosophers and theologians with special attention to Newman and chapter 19 of Lonergan's *Insight*.

Offered Spring, 1982-83

Frederick Lawrence

Th 514 Theology of Karl Rahner

Selected readings from the writings of Karl Rahner, the "Church Father" of Roman Catholic Theology in the 20th century, with special emphasis upon his major theological themes, his theological method, and the unity with which all theological themes are united.

Offered Fall, 1982-83

Harvey D. Egan, S.J.

Th 529 Nietzsche and Christianity

Origin and nature of contemporary existential thought as seen through Nietzsche's principal works (*Zarathustra*, *Beyond Good and Evil*, *Genealogy of Morals*, *Twilight of the Idols*, *The Antichrist*). The new atheism and the notion of post-Christianity. Particular emphasis on the relation of Christianity to modern thought. This course is also of interest to students in Political Science.

Offered Fall, 1982-83

Ernest Fortin, A.A.

Th 532 Pastoral Care and Counseling (S; 3)

This course will examine the nature and fundamental attitudes of the pastoral counseling role. It will explore the development of the pastoral counseling profession, theories of personality development, counseling skills and attitudes. Special attention is given to a practicum experience for learning counseling skills.

Claire Lowery, R.S.C.J.

Th 536 Church Law and Pastoral Practice (F; 3)

A consideration of Church Law as an instrument of justice and charity. Special attention focused on marriage, due process, Church jurisprudence and collegiality, role of women and minorities.

Rev. Dennis Burns

Th 537 Liturgical Communication (S; 3)

An introduction to the preaching event which will explore the act of preaching and the nature of the homily. A practicum, involving video-taping and analysis of homilies, is included. Emeric Meier

Ed 538 Seminar: Education for Social Justice (F; 3)

This course is designed as a seminar presupposing some prior familiarity with the theological, educational, and ethical ideas that compose a coherent approach to education and to the Christian understanding of social justice. Topics for lecture and discussion include theological and historical foundations for an understanding of social justice education, the "ethical realism" of Reinhold Niebuhr, the significance for social justice education of the Catholic human rights tradition, a range of educational issues related to social justice and some attention to the underlying economic factors to which the educator for social justice needs to attend. It is possible for students with little or no prior background in social justice and educational studies to participate in this course with gain, provided they are prepared to supplement the course with certain foundational readings and periodic meetings with the professor.

Padraig O'Hare

Ed 539 Christian Praxis: Education for the Kingdom (S; 3)

This course addresses six foundational questions of religious education in the Christian tradition: what, why, where, how, when and who. Expressed alternately: the nature, purpose, context, approaches, readings and constituency of Christian education are examined. A praxis approach, among others, is demonstrated and discussed as one way of educating for the kingdom.

Thomas H. Groome

Th 551 Theological Ethics (F; 3)

This course is especially intended for students who are pursuing or who intend to pursue graduate studies in theology and who recognize the need for an in-depth reconsideration of the nature, method and content of Catholic ethics.

It will focus attention on the area of "fundamental theological ethics" (pursuit of the humanizing, the nature and role of objective moral norms, the nature and function of personal conscience and the mystery of personal sin) as well as on the area of "special theological ethics" (the development of the moral agent within the context of the theological and moral virtues).

By reason of its nature, this course is not open to those who have taken Th 284 or the equivalent.

James A. O'Donohoe

Th 553 Feminist Ethics I

Analysis of the emerging feminist ethos as distinct from "feminine" morality defined by sexually hierarchical society. Examination of the unholy trinity: rape, genocide, and war. The problem of overcoming the unholy sacrifice of women through individual and participatory self-actualization. Redefining "power" and "politics" by living on the boundary of patriarchal institutions.

Offered Fall, 1982-83

Mary Daly

Th 554 Feminist Ethics II

The course will reflect upon and be part of the process of transvaluating values in women's consciousness and action. It will consider specific problems in relation to the sexual politics of religion, education and the media, medicine, psychiatry, and law. May be taken separately from Th 553.

Offered Spring, 1982-83

Mary Daly

Th 557 A Feminist Critique of Selected Theological and Philosophical Texts I

The course will analyze and critique selected writings of Plato, Aristotle, Augustine, and Aquinas from a woman-identified perspective.

Offered Fall, 1982-83

Mary Daly

Th 558 A Feminist Critique of Selected Theological and Philosophical Texts II

The course will analyze and critique selected modern and contemporary philosophical writings from a feminist perspective. Included will be works of Nietzsche, Tillich, Jaspers, Bultmann, Camus, Sartre, and Merleau-Ponty. May be taken separately from A Feminist Critique of Selected Theological and Philosophical Texts I.

Offered Spring, 1982-83

Mary Daly

Th 559 Sexual Ethics Within the Roman Catholic Tradition

Prerequisite: Th 284

This course will attempt to present the main lines of the Roman Catholic tradition in matters involving human sexuality. Special attention will be given to historical factors which influenced the formation of the tradition and certain specific sexual problems will be considered from doctrinal and pastoral points of view.

Offered Spring, 1982-83

Rev. James A. O'Donohoe

Th 560 Christian Ethics: Major Figures (S; 3)

A comparative study of method and conclusions in Christian theological ethics through major representatives of the Protestant and Catholic traditions (e.g., Augustine, Aquinas, Luther, Calvin, Barth, papal encyclicals, Mondon, Reinhold Niebuhr, Curran, Fletcher). Focal concerns will be whether human persons know the good to be done through common human experience, through the Scriptural account of the revelation of God's will in Jesus Christ, or both; and whether it is possible to derive stable norms for conduct from experience and/or from revelation. Concrete illustrative problems (e.g., just war, marriage) will be discussed in the light of characteristic Protestant and Catholic theological presuppositions.

Lisa Sowle Cahill

Th 563 Christian Sexual Ethics (F; 3)

This course will raise issues of sources and method in Christian ethics generally by examining theological perspectives (traditional and contemporary) on sex, love, procreation, and marriage.

Resources will include, e.g., Augustine, Aquinas, Luther, Barth, the CTSA Report on Human Sexuality, Vatican Declaration on Sexual Ethics, UCC Study on Human Sexuality. Topics will include, e.g., the purposes of marriage, extramarital sex, contraception, homosexuality.

Lisa Sowle Cahill

Th 564 Contemporary Issues in Theological Ethics

To engage in current controversies in Christian ethics, participants shall consider issues both methodological, e.g., the function of norms, use of Scripture; and substantive, e.g., sexuality, medical ethics, just war.

Offered Fall, 1982-83

Lisa Sowle Cahill

Th 567 Christian Perspectives on Medical Ethics

A course dealing with several problems of medical ethics which center on the meaning of "the sanctity of human life." These will include murder and suicide as classical right-to-life issues; abortion; euthanasia, definitions of death, and defective newborns; genetic control; informed consent to experimentation and therapy; and fetal research. Each topic will be approached from within the context of Christian faith and theology. The ways in which Christian premises influence concrete ethical decision-making will be explored through an examination of both classical and contemporary expressions of theological ethics.

Offered Spring, 1982-83

Lisa Sowle Cahill

Th 568 Health Care Ethics: A Theological Analysis (S; 3)

This course is not concerned with medical ethics as such. It intends to examine some of the broader issues affecting human health and the health care professions. Within that context, the course will present a consideration of some of the dimensions of bioethical decision making.

James A. O'Donohoe

Th 597 The Problem and the Possibility of Prayer (F; 3)

Prayer has become problematic for modern persons under the impact of a range of critiques—psychological, theological, and ethical. This course uses the resources of modern psychoanalytic thinking to reconsider the legitimacy of prayer as dialogue.

John McDargh

Th 605 Integrative Colloquium in Pastoral Ministry (F, S; 3)

The colloquium attempts to foster an integration of theology with ministerial experience and to enable students to develop a personal, organic view of their ministry. A case study method is used to examine contemporary church issues of common interest to the group from the perspective of pastoral experience and theological developments. Occasionally faculty members of the Institute and the Theology Department will participate in discussion drawing upon their own fields of special expertise. This program is required of all pastoral ministry degree candidates.

Claire Lowery, R.S.C.J.

Th 620 (Sc 660) Sociology of Religion

An analysis of religion as a social phenomenon. The major topics covered are: the functional definition of religion, the social articu-

lation of religion, in an historical-evolutionary perspective, the problem of religious institutionalization, religion in modern society. The course is geared to the formulation of concepts and sociological insights that may be helpful to the understanding of present-day sociology of religion.

Offered Spring, 1982-83

Theodore M. Steeman, O.F.M.

Th 626 Political Theology (S; 3)

Since Plato the issues, God and politics, have been seen to be inextricably interconnected. Hence, "political" theology is not a novelty, despite the occurrence of a certain mutual withdrawal of political theory/science and theology from one another within the academy. This course will be an attempt to re-establish contact between practical, political philosophy and theology.

Frederick Lawrence

Ed 630 Biblical Interpretation in Education and Ministry (S; 3)

Exploration of the role and function of Scripture in educational and pastoral contexts. Includes attention to the development, philosophical premises and significance of historical-critical methods; to modern theories of interpretation; and to implications for program design and for personal use of Scripture.

Mary C. Boys, S.N.J.M.

Ed 632 Psychology of Youth Religious Development (F; 3)

We will examine the contributions of psychology, particularly developmental psychology, to the understanding of high school and college youth as they both search for the sacred and, seemingly, reject the institutions of the sacred. The work of Piaget, Kohlberg, Maslow, Freud, Jung, Perry and Gilligan also provide some practical insights for those engaged in ministry to youth.

Margaret Gorman, R.S.C.J.

Th 633 (Ed 633) Psychology of Religious Development: Adult and Senior Years (S; 3)

A continuation of Ed 632 which picks up the multi-perspectival study of the life cycle with the completion of adolescence and the beginning of the college years.

John McDargh

Ed 635 The Education of Christians: Past, Present, Future (F; 3)

A historical investigation of contemporary issues in Christian education. Using a dialectical, historical method and beginning with the Didache (first century), twelve historical periods and how the Church educated in them are investigated for the insights they can lend to our present and future. Closely parallels the history of Christian theology and of general education.

Thomas H. Groome

Th 699 Readings and Research—Level III (F, S; 3, 3)

The Department

Ed 730 Theological Foundations of Religious Education

This course is a reflection on the nature of the theological enterprise as it is related to religious education. Special attention will be paid to the influence of theological assumptions, drawn from such "schools" as Existential, Neo-Orthodox, Liberal, Political and revisionist, on the way religious education goals are understood and implemented. Some attention will be paid to Process Theology as a form of Revisionist Theology method.

Padraig O'Hare

Ed 735 Traditions of Religion and Education (F; 3)

Exploration of the most significant and foundational questions of religious education through examination of their classic expressions and contemporary modifications. Will include several tracks for (1) M.Ed. candidates preparing for comprehensive examinations; (2) M.A. candidates specializing in religious education; (3) those with special interests.

Mary C. Boys, S.N.J.M.

Mb 810 Management of Religious Institutions (S; 3)

This course is concerned with the management of voluntary service organizations, particularly religious institutions. The course focuses on the similarities and differences between these organizations and profit making institutions. Issues to be covered include: a systems approach to management, career steps of congregation leaders, power and authority, team building and participative management, organizational climate and environment, models for coping with uncertainty, and long range planning. The intent of the course is to increase the managerial skills of clergy and lay persons who already have theological training.

Jean Bartunek

Th 822 (Sc 780) Seminar on Durkheim as Sociologist and Ethicist (F; 3)

This seminar will explore Durkheim's basic conceptions of society,

religion and ethics. A reading knowledge of French is desirable but not required.

Offered Fall, 1982-83

Theodore M. Steeman, O.F.M.

Th 824 (Sc 780) Seminar on Parsons

At the hand of a selection of Parsons' writings, an explanation of his basic concept of society, style of theorizing, major theoretical resources, theory of social evaluation and social change, and his way of dealing with practical social problems—designed to acquaint the student with the thought of a major social theorist and to lead to an understanding assessment of the importance and/or limitations of this type of high-level sociological theory for the analysis of social problem situations.

Theodore M. Steeman, O.F.M.

Th 825 Seminar: Critical Sociology (S; 3)

Using materials from both the main sociological tradition and from the Frankfurter Schule and other social critics, the seminar will concentrate on the problem of the relation between sociology and social ethics. It aims at a sociological methodology which is ethically relevant.

Theodore M. Steeman, O.F.M.

Ed 836 The Theologian as Teacher (S; 3)

What shape does "education for 'critical faith'" take in the concrete? This course is designed for graduate students in theology, religious education and pastoral ministry who see teaching as an integral part of their careers and who wish to deepen their theoretical and practical foundations as teachers. Includes: (1) Teaching strategies; (2) Organizing content into "teachable" units; (3) Videotape feedback; supervision; (4) Grading; (5) Teacher/student relationships.

Course will attend to theoretical and practical dimensions: philosophical/theological reflection and actual laboratory experience.

Mary C. Boys, S.N.J.M.
Thomas Groome

Th 851 The Uses of Scripture in Theology (F; 3)

A graduate seminar studying this issue from the perspectives of contemporary Roman Catholic theology.

Avery Dulles, S.J.

Th 852 Theological Epistemology (S; 3)

A graduate seminar investigating Polanyi's epistemology and its theological applicability.

Avery Dulles, S.J.

Th 855-856 Systematic Theology I and II (F, S; 3, 3)

This is a two-semester graduate course surveying all the traditional topics in systematic theology. The Common Catechism (J. Feiner-L. Vischer) will provide the systematic framework; an elaborate reading-list to flesh out the book will be provided, affording the student an opportunity to achieve acquaintance with a number of theological classics. In addition, each student is expected to study one systematic theological work of some importance and size, to create the opportunity for some comparative work in systematics. The overall aim of the course is to provide the student both with a general familiarity with the classical loci and with a sense of the architectonic dimensions of systematic theology.

Frans Jozef van Beeck, S.J.

Th 860 Macroeconomics and the Dialectic of History (S; 3)

Macroeconomics regards general economic phenomena: expansions, recessions, changes in the value of money, etc. Dialectic of history: authenticity and progress; unauthenticity and decline; repentance and recovery.

Bernard J. F. Lonergan, S.J.

Th 885 Life, Structure, Thought in the Christian Community to 1500 (F; 3)

An analysis of major themes in the history of Christianity to 1500, with special attention to the role of historical method in the theological enterprise. Graduate students only.

Patricia DeLeeuw

Th 886 Life, Structure, Thought in the Christian Community 1500-Present (S; 3)

An analysis of major themes in the history of Christianity from 1500, with special attention to the role of historical method in the theological enterprise. Graduate students only.

James Hennessey, S.J.

Th 965 Method of Theology (F; 3)

Reading, summarizing, discussing Lonergan's book on theological method.

Bernard J. F. Lonergan, S.J.

Th 980 M.A. Methods Seminar

To prepare students to work in the various theological disciplines, this course will focus upon the theological method, themes, and unity of Karl Rahner, the "Church Father" of Roman Catholic theology in the 20th century. It will also discuss the methods and bibliographic sources in the various theological disciplines. Required for all M.A. students; open with departmental approval to select theology majors.

Harvey D. Egan, S.J.

Th 983-984 Advanced Graduate Colloquium I, II (F, S; 3, 3)

This seminar is open only to students in the Joint Doctoral Program who have completed Th 990-991.

Joint Graduate Faculty

Th 990-991 Graduate Research Colloquium (F, S; 3, 3)

Introduction for the first year doctoral students into the fields, bibliographical resources, hermeneutics and general methods of the disciplines of Theology.

Joint Graduate Faculty

Th 999 Doctoral Continuation

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. This registration entitles them to use of the university facilities (libraries, etc.) and to the privilege of auditing informally (without record in the graduate office) courses which they and their advisors deem helpful. Tuition must be paid for courses formally audited or taken for credit.

Joint Graduate Faculty

Non-Credit Workshops

Ed 332 Practice of Education in the Parish Context (S; 3)

This workshop will explore a range of curricular programs available in parish based religious education for children, youth and adults. It will also attend to the educational issues involved in the question of curriculum as environment.

Mary Cove

Th 639 Methods in Theological and Pastoral Research (F; 3)

An exploration of the fundamental methods, structures of thought and bibliographic resources in the classic categories of theological scholarship. Recommended for all new full-time degree candidates in Religious Education and Pastoral Ministry; open to M.A. students in Theology. Time, dates, number of meetings and fee to be announced.

Anthony J. Saldarini

Weekend Course Series

Th 715 Pastoral Theology: The Social Context for Ministry (F; 3)

An exploration of theology's function in clarifying and supporting the pastoral ministries of the Church, and of the social constraints and influences on the consciousness and practice of Christian ministers. This course will meet on the following Fridays and Saturdays: September 25-26; October 23-24; and November 13-14.

Gregory Baum

Th 640 The Liturgical Celebration of Sacraments (S; 3)

This course will explore the human-religious experience of the faith community and its expression in celebration. Particular attention will be given to the liturgical celebration of initiation, Eucharist and Penance. This course will meet on the following Fridays and Saturdays: February 5-6; March 5-6; April 2-3.

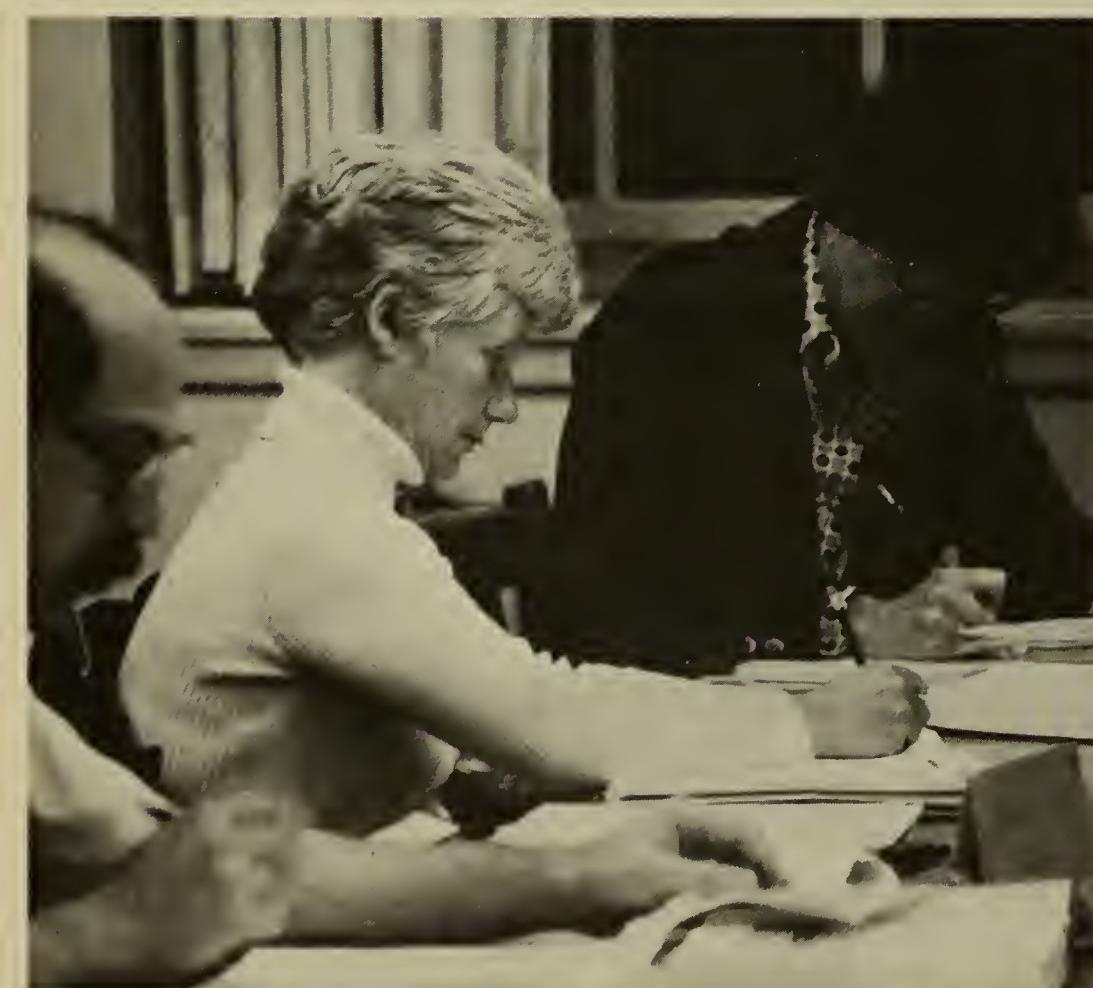
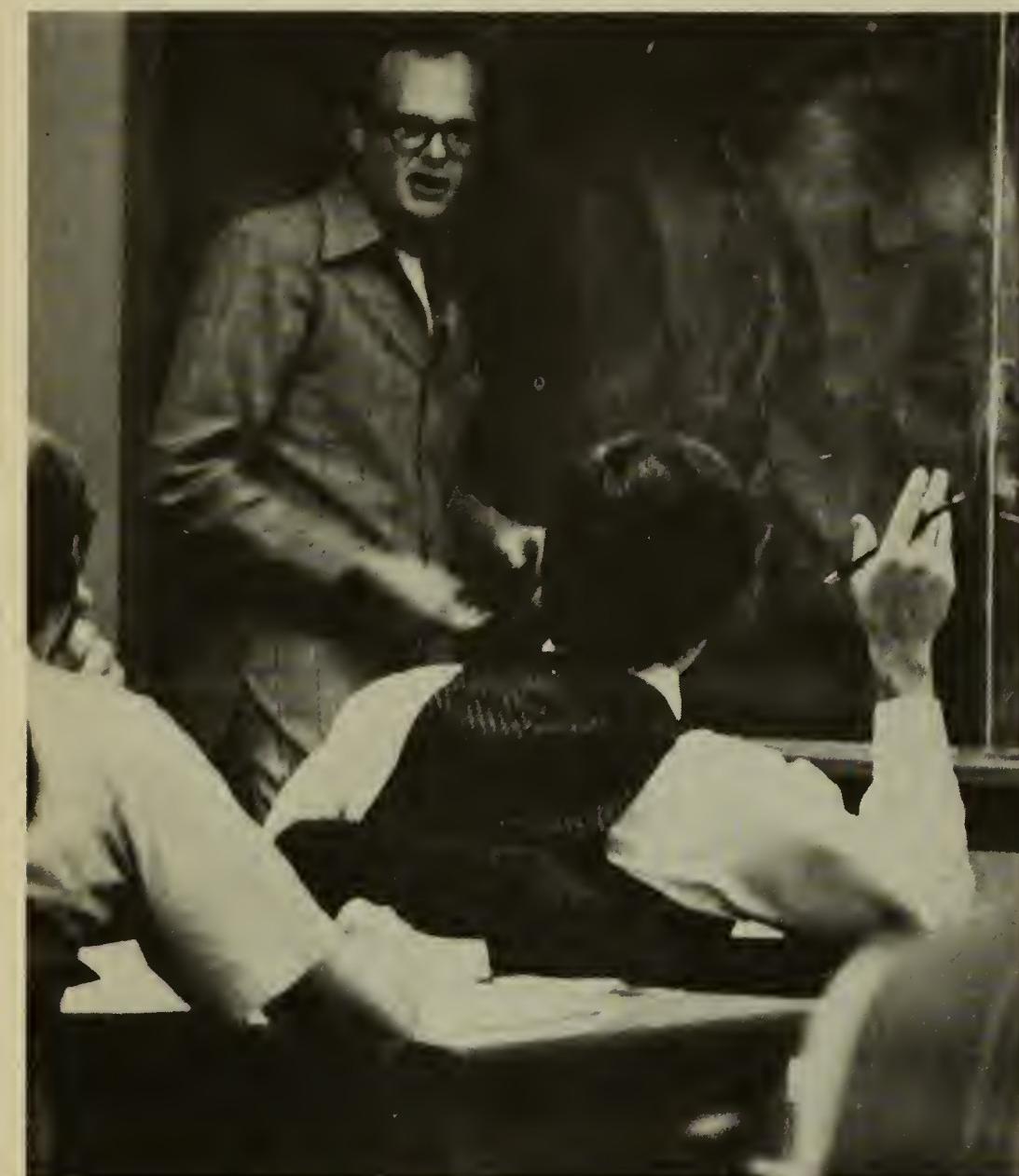
Kathleen Hughes

Th 604 Adulthood and Vocation: A Christian Developmental Perspective (S; 3)

This course will examine emerging theories of adult development and reclaim the concept of Christian vocation as a dynamic process of discovering our gifts in the service of God and the covenant community. Considerations will include: the Christian doctrine of vocation, normative theological understandings, the notion of vocation as the lynchpin between the individual and the covenant community, the relationship between intentional covenant communities and society and psycho-theological perspectives on adulthood and vocation. This course will meet on the following Fridays and Saturdays: February 19-20; March 19-20; April 23-24.

James Fowler

Graduate School of Management



Graduate School of Management

The MBA Program

The primary objective of the MBA Program at Boston College is to provide mature men and women with a broad professional education that will prepare them for important management positions in business and in other complex organizations. A manager is viewed as a person who makes significant decisions and assumes the leadership responsibility for the execution of these decisions. The MBA Program, therefore, emphasizes the development of the student's ability to make and execute decisions. Toward this end, the program of study is designed to accomplish training goals in the following areas:

1. **Critical Analysis:** To equip students to think logically and to apply analytical methods and skills in finding, evaluating and solving managerial problems.

This involves the ability to recognize and define significant problems, gather and evaluate information, identify alternative courses of action, and reach conclusions or solutions which can be translated into concrete decisions and actions.

2. **Business Operations:** To provide students with a working knowledge of the basic concepts and principles which have general applicability in the basic operational areas of the business firm and other institutions.

By studying the individual areas—accounting, finance, production, and marketing—the student develops an understanding of the functions and responsibilities of operational management. In broader terms, the student gains a fuller realization of the interrelationships of the basic business functions and the applicability of the management process at all levels of managerial decision-making. Primary attention is focused on the general management point of view.

3. **Changing Environment:** To develop in the student an understanding of the complex and changing environments within which the manager must make and execute his or her decisions.

This includes the study of the internal environment of the firm—the formal and informal organization of human resources to accomplish the objectives of the business—and the external environment—the economic, political, social, legal and technological system which constitutes the environment of the organization. The study of these internal environments raises important questions concerning the values and responsibilities of organizations in relation to the human and social implications of their actions.

4. **Professional Development:** To encourage students to develop, as individuals, those attitudes, skills, and commitments which best equip them to perform effectively as responsible citizens and leaders in business and in society.

Understanding the processes of human motivation and group interaction provides bases for improving leadership skills and for strengthening communication. Written and oral communications are stressed as skills which are necessary for the realistic preparation of managers. While in the program, students learn to appreciate that they must continue to educate themselves through their careers or risk professional obsolescence. Course work, therefore, encourages the students to learn independently and to assess the usefulness of new knowledge as the basis for developing their capacities for continued professional growth through self-education.

5. **Special Professional Interests:** To provide the opportunity for students to study more advanced and difficult management problems in areas of special interest.

While the program provides for breadth of knowledge in a prescribed set of course offerings, it also allows for additional in-depth study in a program of course concentrations, electives, and independent study options. In these advanced courses in the various fields of management, the teaching emphasis is upon the problems, opportunities, and respon-

sibilities of the manager in business and in other organizations.

No statement of the goals of education for management would be complete without stressing the importance of overall perspective. While students receive rigorous training in specific business disciplines and management techniques, a broad emphasis is placed upon the integration of this knowledge into a broader understanding of the role of the general management function. Some aspects of management such as planning, organization, coordination, control, human relations, problem-solving, and decision-making are most effectively presented initially in the context of individual functional courses. However, in the building block approach of the course offerings, the final courses require that the student consider management problems at the executive policy-making level. The end result is a program of studies which, while learned largely within the context of industrial management, is to a considerable extent applicable directly to management situations in nonindustrial organizations as well.

Joint JD-MBA Program

The Graduate School of Management and the Law School at Boston College have a joint JD-MBA Program. Students in the program must be independently admitted to both schools. Credit for one-semester's courses in the MBA program is given towards the J.D. degree, and, similarly, credit for one-semester's courses in the Law School is given toward the MBA degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Joint JD-MBA degree candidates are billed at the Law School tuition rate for their first year at the Law School and at the GSOM rate for their first year in the MBA program. They are billed at the Law School rate for their final two years of the program (during which time they take the equivalent of three semesters' work at the Law School and the equivalent of one semester at GSOM). Students interested can obtain detailed information from the respective Associate Dean's offices.

Joint MSW-MBA Program

The Graduate School of Management and the Graduate School of Social Work have a joint MSW-MBA Program. Students in the program must be independently admitted to both schools. Credit for one semester's courses in the MBA program is given toward the MSW degree, and, similarly, credit for one semester's courses in the MSW program is given toward the MBA degree. Both degrees can thus be obtained within three academic years, rather than the four required for completing the two degrees separately. Joint MSW-MBA degree candidates are billed at the GSSW rate for their first year in the MSW program and at the GSOM rate for their first year in the MBA program. They are billed course by course in their final year of the program (during which time they take the equivalent of one semester's work at each school). Students interested can obtain detailed information from the respective Dean's offices.

Institute for Public Service

The Institute for Public Service is an interdisciplinary, inter-faculty clearinghouse of the School of Management dedicated to promoting the graduate and professional study of persons who plan to pursue or continue in a career in public service. Some of the activities which the Institute undertakes include: an internship program, a career information service, curriculum development, and public management seminars. The Institute also provides back-up to the Public Management Option.

Special Study

In some instances, students may wish to pursue specific areas which are not included in the regular program of study. In the second half of the program, therefore, there are options available to meet this need:

1. **Thesis Option:** The thesis program provides an opportunity for the student to work independently on a specific problem of his or her choice: (a) selecting and defining the problem; (b) gathering, organizing, and evaluating the information; (c) interpreting the results and reaching sound conclusions; (d) preparing clear, logical written presentations; and (e) defending his or her position in an oral examination. It is significant to point out that this research approach, wherein the student

PROGRAM OPTIONS

performs largely on his or her own initiative, closely parallels the kind of responsible assignment given to professional managers.

2. Independent Study Project: A student may propose to a faculty member an independent study project, the satisfactory completion of which will substitute for elective credits in the second level of the curriculum.

To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and Associate Dean of the Graduate Division.

3. Research Teams: On occasion, students may be selected to work on research teams under the direction of experienced faculty researchers. In such cases, the student gains the added advantage of formal research direction and close working relationships with faculty members who are actively engaged in substantive research endeavors.
4. Public Management Option: A Public Management Option, concerned with providing an academic experience which concentrates on policymaking and management in public, not-for-profit, and quasi-governmental bodies, is available within the Administrative Sciences Department. Students interested in this option take the Core Curriculum courses, a foundation course in public policy, and an internship if they have not had prior work experience in the public or not-for-profit sectors. Beyond these requirements, each student has an individualized academic program that can be interdisciplinary which, under faculty advisement, serves to extend the student's knowledge into chosen substantive applications. The substantive area, normally chosen during the foundation course, may consist of a specific policy field or may be a particular analytical technology.

Teaching Methods

The quality of an educational program is reflected not only in the soundness of its curriculum but also in the effectiveness of its teaching methods. In the MBA program, we do not identify one method of teaching as the most effective medium for graduate instruction. Course content and individual teaching styles are important factors which suggest the use of several different teaching methods. In this regard, we recognize the privilege and the deep responsibility of the individual professor to choose his or her own method of instruction: seminar, case method, simulation, lecture plus group discussion, work groups, or whatever combination of methods he or she considers most effective for his or her course.

Generally speaking, course work will involve considerable analysis and discussion of business problems. Student effort in courses will involve both substantial pre-class preparation and active participation in class discussions. At the graduate level, a student is capable of reading and understanding most of the text material without instructional guidance. Class time, therefore, is concerned with the application of the text material to specific business problems, rather than a review of textbook assignments. As a result, academic performance is measured not so much on memory-based examinations but on the student's demonstrated ability through businesslike reports, class discussion, and oral presentations to apply his or her knowledge to the solution of business problems.

While individual business problems, cases and examples are used as a means of providing active student participation in the learning process, it is important to note that our objective is not to teach specific problem solutions, but rather to develop in the student a growing awareness of the broader principles of managerial problem-solving and decision-making. In this regard, the students should realize that he or she will seldom be confronted with the same problem that he or she has studied but will most assuredly be confronted with a continuing series of changing management problems and decisions. It behooves the student, therefore, to think of his or her preparation in terms of the development of a sound approach to problem-solving and decision-making as opposed to the learning of specific problem solutions.

Program Options

The full-time option is a two-year program, comprising fifty-four credits. Thirty credits are earned during the first year in the core curric-

ulum required of all students. The remaining twenty-four credits (eight semester courses) are earned during the second year. Six of these eight courses are open to the student's election, with most students choosing to concentrate four of their electives in an area of specialization such as marketing or finance (see Elective Offerings and Concentrations). The final two courses in Policy and Environmental Analysis are required of all students and serve to integrate the program as a whole.

The part-time program is generally completed in three and a half or four years and comprises fifty-four credits. In the part-time option, students generally attend classes two evenings a week and often take a course during the summer session. Their program is identical to that for full-time students—the Core Curriculum followed by six electives and the two capstone courses in Policy and Environmental Analysis.

The program is designed for people with broad liberal arts backgrounds, engineering, mathematical and scientific educations, education, nursing and business undergraduate degrees.

The program is also designed to be of interest to students who already hold relevant Master's degrees in fields other than management or business administration. In such cases, advanced standing transfer credit may be allowed, reducing overall course requirements for the M.B.A. by as many as four elective courses (twelve credits).

Accreditation

The Boston College MBA Program is fully accredited by the American Assembly of Collegiate Schools of Business and is designed both for students who wish to pursue their program of studies on a full-time basis and for those who wish to study on a part-time basis.

The courses described in the following section fulfill core requirements for all students entering Fall 1980 and thereafter. Continuing students are expected to fulfill the core requirements that existed upon their entry into the MBA program.

The Core Curriculum

The core curriculum begins with a broad introduction to the history of economic thought and business history, along with an initial forecast of future political and economic developments and a description of the organizational principles upon which this core curriculum itself is built. Throughout the MBA experience students are encouraged to treat the program itself as an organizational setting in which they and the faculty have responsibilities to enact and observe effective managerial practices and criticize, humanely, ineffective practices.

For example, students will write a paper analyzing their own managerial effectiveness as members of study groups and participants in a management game. Later they will be asked to define and complete a research project. Research projects will vary widely, some focusing on quantitative problems, some on systems design, some on interpretations of the actual activities observed in a live organizational setting, and others on solving specific problems for live clients in the Boston area. These projects culminate at the end of the year in an award for the most professional and the most significant written and oral presentation of results.

These different activities are part of a course called "Perspectives on Management." Students begin as outsiders studying the history and future of management, then shift perspective as they become participants in pre-defined organizations (the study groups and the management game), and then shift perspective again as they create their own organizations in order to do the research project. Thus, students take on increasing managerial responsibility at each stage of the course, as they gain increasing managerial skills. The essential questions throughout this course are "What constitutes effective management?" and "How can one learn to become a more effective manager?" The course plays an integrative role in the curriculum.

The remainder of the core curriculum includes four three-credit courses in Accounting, Finance, Marketing and Organizational Studies, as well as seven two-credit courses in Economics, Human Resources Management, Production, International Management, Computer Science, Decision Analysis, and Statistics. There is also a single credit course in Management Information Systems. The following short descriptions introduce these courses:

Computer Science, Statistics

In recent years there has been a significant growth in the use of both analytical methods and computer technology by management groups. In this sequence of courses, the student will begin with an introduction to the computer including computer programming using both time-sharing and batch processing methods. Emphasis will be placed on the student's use of the computer as a problem-solving aid. In this context, the statistics course will consider mathematical and statistical methods for the description and analysis of business problems. Students will learn statistical techniques such as correlation, regression, and analysis of variance.

Mc 707 —Computer Science	2	
Mq 705 —Statistics	2	

Accounting, Management Information Systems

New management technologies and changes in the business environment during the past two decades have caused managers to look anew at the traditional function of accounting. At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. The focus will be on the use of accounting information in managerial decision-making. Particular emphasis will be placed upon the design and use of information systems for managerial decision-making and control. Also, attention will be given to the reporting of information for use by persons and institutions outside the enterprise.

Ma 703 —Accounting	3	
Mc 701 —Management Information Systems	1	

Finance

This course deals with the management of funds. Its purpose is to develop in the student skill in using techniques of financial analysis and the application of these skills to funds management. In particular, estimating an organization's flow of funds and its ability to meet present and future commitments are discussed. The second part of the course deals with sources of short, intermediate, and long-term funds. Alternative means of dealing with particular needs are covered. Several methods of allocating scarce funds to competing opportunities are investigated in some depth. The subject of valuation of the firm is also discussed. Some introduction is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

Mf 704 —Finance	3	
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Decision Analysis, Production

These courses cover the concepts, processes, and managerial skills needed in producing goods and services. The courses focus on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of that activity to see that it conforms to what was planned. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytic skills, especially in structured problem solving, and on recognizing both the strengths, limitations, and usefulness of management science approaches. Cases, projects, exercise field trips, and readings provide the basis for analysis and recommendation.

Mq 706 —Decision Analysis	2	
Mq 707 —Production	2	

Organization Studies, Human Resources Management

Effective business decision-making and implementation require coordinated action on the part of many individuals within an organization structure having both formal and informal overtones. The course is designed to teach the behavioral skills necessary for individuals to become effective managers: to diagnose, implement, and change 1) individual human behavior, 2) group interaction, 3) leadership and power relations, 4) organization structure and design. The student discovers the nature of the patterns of individual, group, and organization behavior from case descriptions, organizational exercises, group discussions, and role-playing activities. Individual, group and organizational behaviors are considered from both the systems and historical perspectives.

The introduction to human resources management focuses on traditional personnel issues, as well as manpower planning, quality of

working life, and career development. Students will examine the impact of federal regulations, such as affirmative action, OSHA, and ERISA on the human organization. Finally, this course discusses labor relations from an economic viewpoint and describes particular collective bargaining practices.

Mb 709 —Organization Studies	3	
Mb 710 —Human Resources Management	2	

Marketing

This course focuses on the managerial skills, tools and concepts required to produce a mutually satisfying exchange between consumers and providers of good services and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions and distribution. The third part of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.

Mg 705 —Marketing	3	
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Economics, International Management

The economics course covers both the micro-economics of the firm and the macro-economics of national development. Then, in the international management course, students will identify and analyze those factors which create the unique characteristics of the international firm. Students will also learn how to solve specific categories of international business problems and how to take advantage of international business opportunities.

Specifically, the first part of this course deals with the environment of international business. The theory of foreign trade and investment, international monetary flows and institutions, relationships between governments and international firms, analysis of foreign cultures, problems of the developing countries and trade with communist countries are topics which will be explored.

The second part of the course will deal with entry into international business and with international investment strategy. Then the focus will turn to unique organizational issues in the international firm.

Md 700 —Economics and Social Choice	2	
Mm 708 —International Management	2	

The Student's Experience of the Core Program

The foregoing course descriptions already suggest that the core program, whether taken on a full-time or on a part-time basis, is an intense experience. The core program is also an integrated experience, far more coherent than the different course descriptions can suggest. One source of integration is that the different courses have been planned in relation to one another, so that most or all of one's courses will focus on a single topic, such as "Forecasting", in some weeks. A second source of integration is that special sessions in the full-time program and in the part-time program are reserved for integrative events and exercises. A third source of integration is that core faculty will regularly visit and participate in classes other than their own within the core program. A fourth source of integration will be regular student study-group meetings to bring different points of view to bear on cases and theories. A fifth source of integration will be the management simulation played as part of the "Perspectives on Management" course.

Throughout the core program, in classes and in the special integrative activities just described, students will repeatedly be put in the position of performing professionally, whether in terms of oral or written presentations or in terms of managing a group to accomplish certain tasks. Students will receive feedback about their managerial style and will be asked to experiment toward increasingly responsible and increasingly effective modes of management. The overall aim of the core curriculum is to prepare students not just to think effectively but to act effectively under conditions of complexity, uncertainty, and interruption.

The Required Capstone Courses in Policy and Environmental Analysis

After completing the core courses, students take two integrative capstone courses in Policy and Environmental Analysis during the second half of their program, along with six elective courses.

Policy

The policy course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function it is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Case analysis of organizations of different types, sizes, industries, and stages of development provide the basis for determining organization strategies and policies under conditions of uncertainty and for developing the analytical, conceptual, decision making, and human skills appropriate to the role of the general manager. The student is given ample opportunity to review different managerial philosophies and styles, and the role that managerial values play in strategy formulation. In this context, he is asked to ponder what his own answer to the How-To-Manage question will be. The courses serve as an integrating experience for the MBA Program in that they draw heavily upon and use much of the knowledge and skills developed in the core curriculum. Hence, the core is a prerequisite for the policy course.

Md 710—Policy Formulation and Administration

Environmental Analysis

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society. Through case analysis the student gains insight into the complicated interrelationships between the organization and its surrounding environment and learns skills useful in scanning and coping with that environment. Environmental analysis, by considering such topics as ideology and social contract, corporate power, corporate social responsibility, formulating corporate social policy, and social auditing, involves the student in designing managerial responses to deal with problems or issues posed by the social environment. In dealing with these problems and issues, both a societal and a managerial perspective is maintained. That is, society's needs, wants, and values are considered along with what should be the organizational and managerial responses. In this context, students develop awareness of the problems encountered when making decisions under conditions of value conflicts and learn about the role of the general manager as a linking pin between the organization and its environment.

Md 711—Environmental Analysis

Elective Offerings and Concentrations

Beyond the core curriculum and the two integrative capstone courses, students take six free electives of which as many as four electives can be in a selected concentration area with the balance in other areas. Concentrations are offered in the following areas: Accounting, Computer Science, Financial Management, Marketing, Organizational Studies, Strategic Management, and Public Management. The concentrations may include approved courses from other areas of the MBA Program as well as approved courses offered by other colleges and schools of the University. An MBA student has the option throughout the program of concentrating or not concentrating electives. Any student who wishes to do so may offer for consideration a "package" of logically interrelated subjects differing from any concentration specified. Such a set will be accepted in satisfaction of the concentration requirement on written approval of the assigned faculty member in a concentration area which most closely relates to the student prospectus.

A thesis written by the student and approved by the faculty may be elected by the student. Once selected, it becomes a degree requirement. This includes the thesis seminar for six credits.

The elective courses available for concentrations are described under the course offerings for each department, listed after this intro-

dutory section. The one exception is the concentration in Public Management which is inter-departmental in nature. Courses that can be chosen for this concentration are listed below.

Concentration in Public Management

The Public Management Option concentrates on policymaking and management in public and not-for-profit organizations. Students electing this Option first complete the core curriculum. They are urged to take Md 811, Public Policy Making, as one elective. They can then select three courses from the approved courses listed below in order to develop a substantive or analytic public policy concentration. For students who have not had prior work experience in the public or not-for-profit sectors, a public sector internship is offered through the Institute for Public Service and may be taken in lieu of a concentration elective.

Concentration in State and Local Government and Finance

Ec 893	Urban Economics I
Ec 894	Urban Economics II
Law	Intergovernmental Relations
Law	Land Use and Planning
Law	Legislative Process
Law	Local Government Law
Ma 605	Computer Based Accounting System
Mc 606	Forecasting Techniques
Mf 824	Public Sector Finance
Mj 856	Real Estate Principles
Po 713	Metropolitan Area Government
Po 717	Private Interest Groups and the Pressure System
Ps 756	The Urban Condition
Sw 887	Urban Development Planning
Sw 888	Suburban Policy

Concentration in Not-for-Profit Agency Administration

Ma 605	Computer Based Accounting Systems
Ma 801	Managerial Auditing
Ma 810	Financial Management of Parishes and Agencies
Mc 606	Forecasting Techniques
Mc 706	Statistical Decision Making
Mc 802	Management Information Systems
Md 806	Planning Theory and Practice
Nu 705	Community Health Service
Ps 768	Organization of Human Services
Sw 702	Social Policy Analysis
Sw 704	Advanced Social Policy Analysis
Sw 782	Community Organization Method
Sw 887	Urban Developmental Planning
Sw 888	Suburban Policy
Sw 895	Planning for Human Services
Sw 897	Planning for Mental Health
Sw 898	Planning for Services Integration

Placement

Few arrive at our school knowing exactly what careers they want to pursue. Even those who think they know where they are heading develop new job objectives through exposure to the curriculum, to other students, faculty and opportunities made available by the placement office.

The placement office for the MBA program is located right in the school and is exclusively for the use of all full- and part-time students. It is a major employment and counseling resource for all students. During the first year the placement office aids students in obtaining summer positions, and in the second year in obtaining permanent employment. This office helps students market themselves and develop effective salary negotiations. The placement office with student aid coordinates and assists in the preparation of student resumes which are printed, bound and distributed to numerous companies in the United States and abroad. Second year students are often contacted directly by employers who have read their resumes.

Other career-related activities are specific career seminars with representatives from business, government and various non-profit agencies. The placement office keeps alumni and students in touch with one another. Personal career counseling is available to those who seek it either through meetings with the Director of Placement or with some faculty who maintain a very special interest in student placement. Finally part-time students are always welcome to discuss possible career changes while still in the program.

Admission to the MBA Program

Our Admissions Committee has the difficult task of selecting approximately 90 full-time and 45 part-time applicants from a pool of applications many times that number. The objective is to select people who have high potential for success as either professional managers or business entrepreneurs.

The most important tool in this selection process is the application itself because it provides the same basic information on all candidates while allowing each applicant the opportunity to present data unique to himself or herself. We want candidates who are not only academically strong but who can benefit from the program and who will contribute significantly to the learning experience of their peers.

Work experience is not an absolute requirement for admission. However, full-time employment prior to enrollment strengthens many applications.

The admissions decision is based on a combination of factors rather than on any one factor.

Consideration is given to a candidate's:

1. Academic record;
2. Score on the Graduate Management Admission Test;
3. Potential for leadership in business as evidenced in part- or full-time work experience, military service or community or extracurricular activities;
4. Statements on the application form concerning reasons for pursuing a professional course of study in business;
5. Letter of recommendation.

The Admissions Committee does not establish a required minimum undergraduate average for entrance into the program. However, preference is generally given to individuals with a "B" or comparable undergraduate average and a score of 550 or more on the Graduate Management Admission Test. Military service and business experience are also regarded as favorable by the Committee. The admission decision is based on an evaluation of the total application rather than upon the academic record alone.

An application fee of thirty dollars should accompany the completed application forms.

Applicants may request an interview with a member of the staff of the School of Management. Personal interviews are not a required part of the admissions procedure and are viewed as an opportunity for the applicant to become better acquainted with the program rather than as a screening device in the application process.

Graduate Management Admission Test

Applicants are required to take the Graduate Management Admission Test in Business. This is an aptitude test and not a test to determine the applicant's knowledge of the business administration curriculum.

The Admission Test is administered several times each year, usually in November, January, March, and July, at test centers throughout the United States. In the Metropolitan Boston Area, three local colleges have customarily provided facilities for the test.

It is the responsibility of the applicant to make arrangements for taking the test. Complete information and application forms may be obtained from the Office of The School of Management, Graduate Division, or from the Educational Testing Service, Box 966, Princeton, New Jersey 08540.

International Students

In addition to the admissions requirements listed above, the Graduate School of Management requires all international students for whom English is not their first language or who have not graduated from an American university, to take the Test of English as a Foreign Language (TOEFL). An official score report should be sent to the Graduate

School of Management, Fulton 306. Applications for the TOEFL can be obtained from TOEFL, Box 899, Princeton, New Jersey 08340 USA.

Boston College is currently unable to offer financial assistance to international students enrolled in the MBA program.

Admission Procedure

The application form packet may be obtained by writing or telephoning:

Director of Admissions
Graduate Division: School of Management
Fulton 306
Boston College
Chestnut Hill, Massachusetts 02167
Telephone (617) 969-0100, Ext. 3920

Full-time students enter the MBA Program in September at the beginning of the Fall semester. Part-time students enter either in September or in January for the Spring semester. The application deadline for September admission is June 1, and the application deadline for January is November 1. However, applicants for September admission are urged to apply as early as possible.

Tuition and Expenses

Information on Expenses

The four major items of expense are tuition, books and supplies, fees, and living expenses.

1. Tuition

The tuition per credit hour will be \$180 per semester credit hour.

2. Books and Supplies

The estimated cost of books and supplies is \$30.00 per course. In certain courses, laboratory fees are charged to cover the costs of special materials, cases and computer time.

3. Fees

Other fees include:

Application Fee (new students only, not refundable)	30.00
Registration Fee	7.00
Late Registration Fee	25.00
Certified Credits (transcript)	1.00
Grad Student Activity Fee	7.00
Oral Examination Fee (Thesis)	10.00
Graduation Fee	30.00

4. Living Expenses

Living expenses vary in individual situations. A realistic estimate is in the neighborhood of \$1,500 per semester for students living away from home.

For a full-time student living away from home, estimated annual expenses are:

Tuition (approximate, based upon 5 courses per semester)	\$5,400.00
Books and Supplies	300.00
Lab fees and other fees	55.00
Living Expenses	<u>3,000.00</u>
	\$8,755.00

Payments

All tuition and fees are due and payable in full at time of registration which occurs at orientation. Payments should be made directly to the Treasurer's Office, Gasson Hall. All checks should be made payable to: THE TRUSTEES OF BOSTON COLLEGE.

As confirmation of their intention to attend, admitted students must make an acceptance deposit of \$200 which is credited toward their tuition.

Deferred Payment

Students who prefer to make payments on a monthly basis should contact the University Financial Aid Office, Gasson 217, for details of installment loan plans available through local lending institutions. In cases of extreme hardship, students should make appointments to discuss their individual problems with representatives of the University Financial Aid Office.

Financial Aid

The School of Management has the following opportunities available for graduate student financial aid:

Graduate Assistantships There are a limited number of Graduate Assistantships available to qualified students. Graduate Assistants are assigned to academic departments for teaching, research, or administrative duties. Each spring, all applications of incoming full-time students are reviewed along with the records of second-year students to evaluate the qualifications for these assistantships.

Research Assistantships Special funds from major businesses enable us to provide limited opportunities for well-qualified students to work directly with faculty members on special research projects. Normally, these assistantships are awarded to second-year students.

Part-Time Employment There are some opportunities for part-time employment in the University environment, including assignments as readers in courses, library assistants, administrative assistants, tutors, etc. Information on these opportunities is available through the University Financial Aid Office and through the various departments in the School of Management. Students should contact the Financial Aid Office to determine their eligibility under the Federal Work Study Program. The University Placement Office provides current listings of part-time employment opportunities in companies, service organizations, and government within the Greater Boston Metropolitan area.

Federal and State Loan Programs Students are urged to consider various state and federal programs such as the Massachusetts Higher Education Loan Program (HELP), which is administered by local banks for the state government and the Guaranteed Insured Loan Program (GILP), which is guaranteed by the federal government and administered by local banks. The Financial Aid Office has information about these programs.

General Information

Grading

In each graduate course in which he or she registers for graduate credit, a student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, W, F, or I. The high passing grade of A is awarded for course work which is distinguished. The ordinary passing grade of B is awarded for course work which is clearly satisfactory at the graduate level. The low, passing grade of C is awarded for work which is minimally acceptable at the graduate level. The failing grade of F is given for work which is unsatisfactory.

Academic credit is granted for courses in which a student receives a grade of A, A-, B+, B, B-, or C. No academic credit is granted for a course in which a student receives a grade of F. A student who receives a grade of C or less in five courses will be subject to academic review and may be required to withdraw from the Graduate Program. However, a student who receives three F's will be automatically dropped from degree candidacy.

Scholastic Average

For purposes of computing scholastic standing, numeric averages are assigned to letter grades as follows:

A: 4.0, A-: 3.7; B+: 3.3, B: 3.0, B-: 2.7, C: 2.0, F: 0. In order to graduate a student must attain an overall average of B- (2.7) or higher in course work.

Withdrawal from Course

No grade entry and no record of courses will appear in permanent records for students who withdraw from such courses within the first two weeks of class. After the first two weeks of class but before the last three weeks of class—grades of "W" will be recorded. Beginning with the last three weeks of class and during the examination period—a grade of failure will be recorded and will enter into the computations of the student's average unless the Associate Dean indicates another recording entry. This same condition applies to students who enroll and neglect to withdraw formally.

Course Completion

All required work in any course must be completed by the date set for the course examination. For adequate reasons, however, a deferment may be allowed at the discretion of the professor of the course. If such a deferment is granted, the professor will determine its length up to a maximum of four months from the end of the examination period. Deferments longer than four months may be granted only by the Associate Dean, who will in all cases consult the professor of the course. If a deferment is granted, the student will receive a temporary grade of I (Incomplete), which will be changed after the above-mentioned date to any of the above grades except W.

Course Load

The minimum course load for all students is two courses per semester. The maximum course load for a graduate student employed in a full-time position is three courses per semester. In some cases, arrangements may be made through the Associate Dean for adjustment of course loads to meet personal problems or situations.

Time Limit

All students are expected to complete all requirements for the MBA degree within six (6) years of the initial registration. Approved Leaves of absence can be used to adjust this limit.

Student Leave of Absence and Reinstatement

If a student finds it necessary to interrupt his or her program of study, he or she should notify the Dean's office in writing, including reasons for the requested leave of absence and anticipated date of return. If the period of interruption exceeds one semester, the student must file for reinstatement upon returning to the program. A reinstatement decision will consider the student's prior academic performance, the length of his or her absence, current admission policies and enrollment figures, and changes in the program or degree requirements that may have taken place during the period of absence.

Summer Session

The School of Management's Graduate Division provides a limited number of course offerings on an accelerated schedule during June and July. Students may take one or two courses during the summer session.

Clearance for Good Standing

Every student must be in good standing with the MBA Program and with the Treasurer's Office in order to be eligible for enrollment in course work. Each registration, therefore, will be checked to ensure that the student meets the following conditions:

- Academic: Must be maintaining a satisfactory academic average;
- Administrative: Must be fulfilling prescribed administrative requirements;
- Financial: Must be in good standing with the Treasurer's Office.

Student Integrity

It is the purpose of the Boston College MBA Program to develop the whole person. Integrity and honesty in the performance of all assignments both in the classroom and outside are essential to this purpose. A student who submits work which is not his own violates the principle of high standards and jeopardizes his or her right to continue in the MBA Program.

Accounting

Faculty

Professor Arthur L. Glynn, M.B.A., Boston University; J.D., Boston College Law School; C.P.A., Massachusetts

Associate Professor Louis Corsini, B.S.B.A., M.B.A., Boston College Law School; Ph.D., Louisiana State University; C.P.A., Massachusetts

Associate Professor Christopher J. Flynn, A.B., Boston College; A.M., Boston University; L.L.B., Boston College

Associate Professor Ronald Pawliczek, B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Associate Professor Frederick J. Zappala, Chairman of the Department
B.S.B.A., Boston College; M.B.A., University of Pennsylvania; C.P.A., Massachusetts

Assistant Professor J. Stephen Collins, B.A., Boston College; M.S., Northeastern University; Ph.D., Boston College

Assistant Professor William A. DeMalia, B.S.B.A., M.B.A., Boston College; C.P.A., Massachusetts

Assistant Professor Stanley J. Dmohowski, B.S.B.A., Boston College; M.B.A., New York University; C.P.A., Massachusetts

Assistant Professor Hans E. Klein, B.S., M.S., D.B.A., University of Kentucky

Lecturer William J. Horne; B.A., A.M., Boston College

Lecturer John L. Zimka, B.A., A.M., New York University

Course Offerings

Ma 601 Cost Administration and Profit Analysis (S; 3)

This course will begin with a review of the accounting flow in the manufacturing firm with emphasis on preparation and analysis of variances. Budgeting will be studied in detail. The emphasis here will be on preparation of those schedules and financial statements used by management. In the study of decentralization and measurement of performance the emphasis will be on the preparation of meaningful statements that aid management in its evaluation of segments of the firm. Inventory models and inventory control will be studied. Quantitative techniques and methods used in conjunction with accounting data will be explored.

Louis S. Corsini

Ma 603 Financial Accounting: Principles and Practice I (F; 3)

This course will review the principles prevailing in the practice of contemporary accounting and the art of applying these principles, with particular emphasis on areas assuming high current significance. The major objective of the course will be to provide the student with a full understanding of the nature of accounting statements, and to develop in the student an appreciation of the problems involved with recording complex transactions arising in an economic environment.

Ronald B. Pawliczek

Ma 604 Financial Accounting Theory (S; 3)

This course will review generally accepted accounting principles currently in effect. This will include the Accounting Research Bulletins, the Opinions and Statements of the Accounting Principles Board and the Statements of the Financial Accounting Standards Board. The students will also do a comparative study of normative theories in order to comprehend the possible alternatives and the limitations of normative theories. The objectives of the course are twofold: first to prepare the student for the theory portion of the CPA examination, and second, to provide the student with a general frame of reference from which he can critically evaluate the codified body of generally accepted accounting principles.

The Department

Ma 605 Computer Based Accounting Systems (F, S; 3, 3)

The purpose of this course is to develop in the student an ability to deal with complex issues involved in the application of accounting systems to computers. The methodology includes: lectures; textual assignments; frequent tests of knowledge acquired; outside readings; and guest lectures from industry and the auditing profession. A field research report is required, during which each student will study and report upon a currently operating computer-based accounting system. These applications include: payroll; accounts receivable; inventory control; order-writing; general ledger; financial planning models; and the like. One of the major objectives of the course is to provide a facility with the language of the computer technologist as it applies in the accounting profession. The core courses in: Accounting, Finance, Computer Science, and Economics are assumed.

William J. Horne

Administrative Sciences

Faculty

Visiting Professor Thomas W. Dunn, B.A., M.A., D.B.A., Harvard University

Professor Walter H. Klein, B.S., M.B.A., Ph.D., University of Pittsburgh

Professor John E. Van Tassel, B.S.B.A., A.M., Boston College; Ph.D., Harvard University

Associate Professor Mary L. Hatten, A.B., Rosary College; M.S., Ph.D., Purdue University

Associate Professor David C. Murphy, Chairman of the Department B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Assistant Professor Robert M. Brown, A.B., Franklin & Marshall College; M.B.A., Northeastern University; Ph.D., Univ. of Wisconsin

Assistant Professor James F. Halpin, S.J., A.B., A.M., M.S., Boston College; S.T.L., Colegio de San Francisco de Borja: Barcelona; S.T.D., Gregorian University

Assistant Professor Joseph A. Raelin, A.B., Ed.M., Tufts University; C.A.G.S., Boston University; Ph.D., SUNY, Buffalo

Instructor Robert D. Wright, A.E.E., Northeastern University; M.S., Worcester Polytechnic Institute; M.Eng., M.B.A., D.B.A. (cand.) Boston University

Lecturer R. Jeffery Ellis, B.S., University of Nottingham; M.S., Salford University; Ph.D. (cand.) Cranfield Institute of Technology

Program Description

The Administrative Sciences Department offers programs in Quantitative Analysis and Strategic Management. A concentration in Quantitative Analysis is offered at both the graduate and undergraduate levels in conjunction with the Computer Science Department. Interested students should refer to the Quantitative Analysis section. A graduate concentration in Strategic Management is offered which includes, for those so inclined, an option in Public Management.

Course Offerings

Md 700 Economics and Social Choice (F, S; 2)

The purpose of this course is to create an understanding of economics as the science of choice. This is accomplished by studying the operation of a market economy and developing analytical insights into the functioning of the system in our society. Conceptual frameworks necessary to understanding the economic rationale for behavior are presented along with those forces that influence the system as a whole. The course focuses on the theoretical underpinnings of such topics as: demand, supply, markets, equilibrium, monetary policy, national income and consumption, fiscal policy, international economics and economic forecasting. The relevance of these topics to issues of public concern is stressed throughout the course.

Mary Louise Hatten

David C. Murphy

John E. Van Tassel

Md 710 Policy Formulation and Administration (F, S; 3)

Prerequisite: It is strongly recommended that the entire core be completed.

The course provides an integrated study of strategy formulation and evaluation under conditions of uncertainty. The course is integrative in at least three respects: (1) it provides the customary integration of the functions from an organization-wide, administrative point of view, (2) it has strategy formulation and implementation as its organizing focus, and (3) it presents the latest knowledge in the policy field. Brief lectures, carefully selected cases and readings are used to provide an intensive, integrative practice in conceptual techniques and needed administrative skills. The conceptual knowledge covers such topics as the process of strategy formulation and evaluation as it relates to environmental opportunity and risk, the role of the general manager, strategy and structure, stages of corporate development, and design of formal strategic planning systems, as well as specific techniques within each topic. The course is taught chiefly through cases which deal with strategy formulation in terms of resource strengths/

weaknesses as they relate to the risks/opportunities in a dynamic environment. Both managing profit and non-profit organizations are covered. These organizations range from relatively small regional ones to multinational operations. Of major concern throughout the course is the development of broad transferable skills with emphasis on broad, messy, unstructured problems, learning to ask deliberative questions, and to make viable decisions which relate available resources to a dynamic environment.

The Department

Md 711 Problems of Administration in Changing Environments (F, S; 3)

Prerequisite: Md 710

This course deals with strategic management problems and responses in changing environments: the formulation and implementation of corporate social strategies and the measurement and reporting of corporate social performance; the development of political strategies along with the assessment and management of public policy and interorganizational relations; and the management of value issues and ethical concerns in order to maintain organizational accountability, integrity, and legitimacy. The course 1) provides knowledge of the complex, dynamic, two-way relationship between an organization and its socio-political environment; 2) recognizes the need to understand the social contract underlying a particular set of institutional arrangements; 3) explores the relationship between an enterprise's economic performance and its social performance; 4) examines why holistic environmental perceptions and organizational adaptiveness are important for strategic management; 5) develops the role of the general manager as a linking pin working at the interface between the organization and its environment; 6) expands upon the concepts of strategy and environmental analysis learned in Md 710 so that a total planning process and a complete strategy can be developed. The integrating themes are the nature of the socio-political environment, patterns of organization and environmental interactions, public policy, pluralism and interorganizational relations, power and its dimensions, negotiated environments and strategies, environmental scanning and forecasting, and comprehensive strategic planning and strategy formulation embodying economic, social, political and ethical considerations.

The Department

Md 803 Management Decision Making (S; 3)

Prerequisite: Md 710

This course uses a general management simulation to enable students to put into practice the principles of management decision-making and forward planning in a framework which approximates the risk, the uncertainty, and the dynamics inherent in actual business and economic situations. The strategic process which relates goals and policies through a tactical approach to operations and control is emphasized to develop skill in judging and evaluating performance in the competitive setting. The major objective is to clarify the relationships among the functional departments (finance, production and marketing) of a business enterprise. Some of the administrative problems included in the exercise are profit management, sales forecasting, production and inventory control, cost analysis, pricing policies, budgeting, and capital management. The participants must prepare and analyze financial reports, fund flows, budgets and sales forecasts. Each student acts as a member of a particular company organization in an industry having a few relatively equal firms, so that there are both internal problems of communication and external problems of competition. The participants are expected to apply the universal principles of scientific procedure in order to discover the nature of the simulated business world encompassed in the environment, and thus to improve their control of the company's situation.

John E. Van Tassel

Md 805 Achieving Corporate Change in a Strategic Setting (S; 3)

Prerequisite: Md 710

This course explores how corporations achieve corporate change in a strategic setting. The orientation complements most other offerings in pursuing how to achieve change rather than just analyze what decisions ought to be taken. Improved understanding of the process of strategy and corporate change is the course aim so that participants will be better able to originate and to conclude projects within their own institutions. Teaching material is mainly detailed case studies that describe exactly what transpired in companies. The perspective is that of acting managers (at both senior and subordinate levels) and the major focus is strategy, structure and task oriented rather than behavioral or interpersonal. A framework will be developed for ana-

lyzing the implementation of decisions or executing change in a corporation. The teaching method seeks to develop skills relevant to achieving corporate change by the use of case studies and student presentations.

R. Jeffery Ellis

Md 806 Strategic Planning and Control Systems (S; 3)

Prerequisite: Md 710

Current operating decisions shape the roles and functions of the business in the future. Strategic planning and control measures guide that "shaping" process. This course will deal with strategy, structure and style issues which in turn lead to strategy formulation in all kinds of simple and complex, large and small, public and private and national and international organizations. Shorter term planning and programming will be linked to strategic objectives. The course will show how a conceptual framework based on strategic notions for the organization becomes translated into operationally controlled procedures. The steps in the process include 1) the formulation of conceptual guidelines, 2) the auditing of the current stance, 3) developing the implementation plan, 4) managing and controlling the implementation process, 5) planning revisions. Attention will be paid to analysis and strategic management of multidivisional organizations. There will be equal emphasis upon theory and practice. Case problems and case studies will be used to reinforce classroom discussions.

The Department

Md 807 Seminar: Advanced Topics in Strategic Management (F; 3) or (S; 3)

This seminar deals with the strategy formulation and implementation problems which face all organizations. Advanced and original analysis is conducted to study how strategy permeates and is rounded-out and implemented by policy, organization, and control. Emphasis is placed on the organization's integration and adaptation to its dynamic internal and external environment.

The Department

Md 808 Entrepreneurship and New Ventures (F; 3)

This course is designed to explore the multi-faceted aspects of ultimately setting up and operating a new business enterprise. Current research enables us to explore empirical findings relating to entrepreneurial traits and qualities, entrepreneur development, and cultural determinants of entrepreneurial practice. Since technical "ideas" are the stuff from which new organizations grow we will also consider aspects of copyright and patent law, forms of business organization from a legal point of view, technological forecasting, special accounting and financial aspects of new business formation, special tax aspects relating to small businesses, product and market planning, downstream new product development planning, principles and practices of small business valuation, and aspects of mergers and acquisitions as they relate to the overall task of managing growth. Cases and visiting discussants will augment the more traditional format of class discussions on assigned materials.

Richard B. Maffei

Md 810 Small Business Management Strategy (S; 3)

Prerequisite: Md 710

This course builds on Md 710 by stressing the similarities and differences in applying strategic and functional area concepts and analyses to small business management. The purpose of the course is to provide a viable alternative for students likely to enter small or new businesses. It emphasizes a major consulting project (selected by the student from a varied group) for a small firm or organization (both profit and non-profit) which may be done individually or in teams. Class meetings are limited to transposition of major concepts and analyses from the functional areas to small business needs and to critiques of the verbal and written reports which are submitted to the client firm.

Thomas W. Dunn

Md 811 Public Policymaking (S; 3)

Prerequisite: Md 710

The course examines the public-policymaking process, focusing in particular on the utilization of managerial skills and concepts in examining the formulation, implementation, and evaluation of public policy. The contributions of interdisciplinary perspectives and analytical tools are considered as are the issues pertinent to specific substantive areas. Public policymaking is viewed throughout as a sometimes rational, sometimes incremental, and sometimes socio-political process at high levels of government decisionmaking that has major significance to society.

Joseph A. Raelin

Md 820 Strategic Decision Making in the Economic Environment (F; 3) or (S; 3)

This course explores the strategic management implications of a changing economic environment. Case studies are used to illustrate the application of firm-level, industrial, macro and international economic concepts in assessing the competitive environment facing the firm. Strategies to respond to changing industrial structure, industrial policies and government regulation are analyzed. Popular economic forecasting procedures are also examined for their relevance to strategy choice in the future. *Mary Louise Hatten*

Md 821 The Ethical Dimension of Managerial Decisions (F; 3) or (S; 3)

This course assumes that managerial decisions often contain a significant moral dimension. It will explore ways in which ethical considerations can be brought to bear on strategic management issues. Its goal will be to move toward an integration of moral judgment with the other skills of competent management. In seeking an understanding of the total context in which managers make decisions, we will devote a large segment of time to the development of key concepts and principles that can be used as tools of ethical analysis. Finally, moral principles will be distinguished from and related to policy. In keeping with this orientation, the methodology employed will stress both the analytic and case method perspectives. *James Halpin, S.J.*

Md 894 Internship in Public Management (F, S; 3, 3)

Internships are designed to provide graduate students who are concentrating in public management or who have identified public service education as an important component of their degree with high quality, supervised field placements in public and not-for-profit organizations. The internship program is intended to support the graduate education of students who have not had field experiences to supplement their conceptual development. Internships are arranged through the Institute for Public Service and may be taken during only one semester. A formal dossier containing a research report and other documents is required for academic credit to be awarded and must be coordinated with a faculty advisor and field coordinator.

Joseph A. Raelin

Md 897 Directed Readings (F, S; 3)

Prerequisite: Second year status, consent of department chairperson. The student will do extensive reading in a selected area under the direction of a faculty member. The student is expected to present verbally or in writing careful critiques of the readings and to develop interrelationships between them.

By arrangement

The Department

Md 898, 899 Directed Research I and II (F, S; 3, 3)

Prerequisite: Second year status, consent of department chairperson. The student selects a hypothesis or topic to be completely and thoroughly investigated under the direction of a faculty member. The student is expected to write a paper that employs sound research methodology and has publication possibilities.

By arrangement

The Department

Business Law

Faculty

Professor William B. Hickey, Chairman of the Department
A.B., J.D., Boston College; M.Ed., Boston State Teachers College;
LL.M., Boston University Law School

Professor Frank J. Parker, B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University

Professor David P. Twomey, B.S., J.D., Boston College; M.B.A., University of Massachusetts

Associate Professor Vincent A. Harrington, A.B., M.B.A., Harvard University; J.D., Boston College

Associate Professor Alfred E. Sutherland, B.S., A.M., J.D., Boston College

Course Offerings

Mj 625 International Organizations and Multinational Corporations

The course considers the legal and economic aspects of various international organizations including the World Bank, the International Monetary Fund and the General Agreement on Tariffs and Trade (GATT). The greatly expanded role of the Office of the Special Trade Representative, which under the recently enacted Multilateral Trade Act is charged with the responsibility for coordinating all governmental departments and agencies, will be examined closely. Selected case histories of multinational corporations will be analyzed in the economic setting of the world community. *Alfred E. Sutherland*

Mj 631 African Business Environment (F; 3)

Area of survey of political, economic, physical, legal, cultural, and religious influences which affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined. *Frank J. Parker, S.J.*

Mj 801 Corporation Law I (F, S; 3, 3)

The purpose of the course is to provide the prospective manager with an understanding of the increasingly important legal aspects of a modern corporation. To the furtherance of this objective, the case method is utilized in examining relevant corporation statutes and leading cases. The course includes a legal history of the Corporation, examination of state corporation statutes, particularly Delaware and Massachusetts, the formation of a corporation, corporate liability in tort and contract, voting trusts, duties of the directors, officers and controlling shareholders, subscription shares, preferred stocks and bonds, surplus and reserve requirements, declaration of dividends, mergers, recapitalizations, charter amendments, and impact of Securities & Exchange Commission legislation. *Alfred E. Sutherland*

Mj 803 Legal Concepts: Development and Application (F, S; 3)

An overview of legal process in the United States and the legal system in which business operates. The role of Law in relation to managerial tasks of planning and decision-making. *Laurence H. Stone*

Mj 811 Legal and Ethical Problems of Business

An examination of criminal and ethical problems of government, business politics and the military. Students will present papers for discussion. A modified case approach based on such cases as the "Salad Oil Scandal", Nixon income Tax, G.E. Price Fixing, Hoffa Case, Vesco Case, etc. *Frank J. Parker, S.J.*

Mj 856 Real Estate Principles (S; 3)

A detailed examination of theory and practice as it relates to major areas of real estate concentration; e.g., interests in land, title transfer, mortgage financing and law, real estate investment, patterns and priorities in residential housing, federal housing program, etc. The course purpose is to present the business manager with the necessary background to make an informed judgement in all business decisions relating to real property. *Frank J. Parker, S.J.*

Computer Science

Faculty

Professor Richard B. Maffei, B.S., Massachusetts Institute of Technology; M.B.A., Ph.D., University of Pennsylvania

Associate Professor James Gips, Chairman of the Department
S.B., M.I.T.; M.S., Ph.D., Stanford University

Associate Professor Peter Kugel, A.B., Colgate University; Ph.D., Harvard University

Associate Professor C. Peter Olivieri, B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University

Associate Professor Michael W. Rubin, B.S., M.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Assistant Professor Michael R. Dunlavey, B.S., M.S., Massachusetts Institute of Technology; Ph.D., Georgia Institute of Technology

Assistant Professor William T. Griffith, B.S., St. Joseph's College; A.M., Ph.D., Boston College

Instructor Henry H. Leitner, B.S., Brooklyn College (CUNY); A.M., Harvard University; Ph.D. (cand.), Harvard University

Instructor Ruth Palaszewski, A.B., Hofstra University; A.M., Ph.D. (cand.), New York University

Course Offerings

Mc 670 (Pl 670) (Sc 670) Technology and Culture (F; 3) or (S; 3)

This course examines the philosophical, psychological, social, legal and economic sources, impact and direction of modern technology. Attention will focus upon the effects on the individual, society in general and on organizations. The student should expect to raise and analyze significant issues in these areas. A person taking this course should have at least an elementary understanding of some aspect of applied modern technology (e.g. computers, mass communications, etc.), and an interest in where society is and is going in virtue of this burgeoning technology.

William Griffith

Mc 701 Management Information Systems (F; 1)

This is a one-credit course designed to introduce the student to the steps required in the design, development and implementation of management information systems. Several applications from both profit and non-profit settings are discussed.

William Horne
Peter Olivieri

Mc 707 Introduction to Computer Science (F; 2)

In recent years, there has been a significant growth in the use of computers by management groups. In this course the student will gain both a thorough orientation to the university computer resources and a working familiarity with a commonly used programming language. This course normally is taken in conjunction with Mc 701.

William Horne
Peter Olivieri

Mc 802 Management Information Systems (S; 3)

The overall objective of this course is to provide a systematic insight into the problem of identifying an organization's recurring information requirements which facilitate the decision-making process. Particular emphasis will be given to the analysis of problem situations and the designs of attendant information systems necessary to meet these problems. While some attention is given to the technical nature of information processing no extensive previous computing experience is necessary. Instead, efforts will be directed toward managerial measures such as adequacy and cost. As technical issues arise they will be treated via class instruction and supplementary readings.

William J. Horne
Richard B. Maffei

Mc 803 Analysis and Design of Management Information Systems (F; 3)

Prerequisite: Mc 707 or equivalent

This course is the first of a two-part, though independent, sequence with Mc 804, that is intended to develop conceptual and pragmatic skills in designing information systems for the trio of managerial groups: 1) operations managers, 2) middle managers, and 3) top managers. In this first course our attention will focus upon the first two groups. The course is equally valuable for the student who may wish to become either a systems analyst/data processing manager or a manager in some other functional area such as marketing, finance, personnel, accounting, or production/logistics.

In the first part of this course our attention will be focused upon the roles of the management and accounting information systems as they exist in a variety of organizations. In the second half of this course our attention will be directed toward systems designs in all the important functional areas of the typical firm: marketing, production control, logistics, finance, personnel and accounting. The system view will dominate and we will weigh the likelihoods of the emergence of highly integrated systems. Throughout we will consider designs relating to batch, remote batch and on-line type systems.

Richard B. Maffei

Mc 804 Aspects of the Design of Top Management Information Systems (S; 3)

Prerequisite: Mc 707 or equivalent; Mc 803 is desirable but not necessary

In recent years increased attention has become focused upon the design of systems for top managers. The usual applications for operations and middle management provide very important information for purposes of controlling ongoing activities within the organization. It now appears however that top management needs differ radically from those of other managers. Top managers need analytic-type programs and data base contents that extend far beyond transaction type data or summaries.

This course will deal more fully with computer architecture and data base design than Mc 803. Focal attention will be upon the use of mini and micro computers for use by top management groups as they address (or their staffs address) analytic type questions. Case studies, primarily from the USER's point of view, will become the bases for discussion to further elaborate the more technical readings and lectures.

Richard B. Maffei

Mc 821 Applications Programming I (F; 3)

Prerequisite: Mc 707 or equivalent

An introduction to the design and implementation of reliable computer programs at a professional level. This course seeks to develop in the student a fluency in the use of COBOL, the most widely used language for business applications. The course also will emphasize the handling of large files, the use of Job Control Language, and the use of structured programming techniques for the orderly development of programs.

William Griffith

Peter Olivieri
Ruth Palaszewski

Mc 822 Applications Programming II (S; 33)

Prerequisite: Mc 821 or permission of instructor

A continuation of Mc 821 with emphasis on (a) programs that deal with the collection, maintenance, and reporting of large amounts of information and (b) the development of larger programs by groups of people. Topics will include: file structures, data base structures, the structure of the programming process, and project management. Students will be asked to do individual programming assignments as well as take part in a significant group effort. Applications areas will be selected from general ledger systems, purchasing applications, personnel records, inventory control, etc.

William Griffith

Mc 897 Directed Readings (F, S; 3)

Prerequisite: Consent of department chairperson

The student does extensive reading in a selected area under the direction of a faculty member.

By arrangement

The Department

Mc 898-899 Directed Research I and II (F, S; 3, 3)

Prerequisite: Consent of department chairperson

The student investigates a topic under the direction of a faculty member.

By arrangement

The Department

Finance

Faculty

Professor Walter T. Greaney, Jr., Chairman of the Department A.B., Boston College; J.D., LL.M., Boston University; A.M., Ph.D., Harvard University

Professor Mya Maung, A.B., Rangoon University; A.M., University of Michigan; Ph.D., Catholic University

Professor Jerry A. Viscione, B.S., Boston College; M.B.A., A.M., Ph.D., Boston University

Associate Professor George A. Aragon, A.B., University of California at Los Angeles; D.B.A., Harvard University

Associate Professor John G. Preston, B.A.Sc., University of British Columbia; M.B.A., Western Ontario; D.B.A., Harvard University

Assistant Professor Gail Y. Chu, B.S., University of Pennsylvania; M.B.A., University of California; Ph.D., University of Washington

Assistant Professor Hassan Tehrani, B.S., Iranian Institute of Advanced Accounting; B.M.A., Ph.D., University of Alabama

Assistant Professor Ruben C. Trevino, B.S., M.A., Instituto Tecnológico de Monterrey; M.S., Georgia Institute of Technology; Ph.D., University of Alabama

Lecturer Matthew L. Herz, B.S., Tufts University; M.B.A., Boston College; Ph.D., University of Rhode Island

Lecturer Lawrence H. Marino, B.S., Boston College; M.B.A., Boston University

Lecturer Paul Slaggert, B.B.A., University of Notre Dame; M.B.A., Boston College

management functions, it is recommended this course be taken as the student's last course in finance and after the required policy course.

George Aragon
Jerry A. Viscione

Mf 818 Financial Markets and Instruments (F; 3)

Prerequisite: Mf 704

This course is designed to explore in depth money and capital markets and instruments. It deals with the flow of funds and the process of financial intermediation within the context of a sophisticated economic system. Some attention is focused on financial institutions as they function as intermediaries in the system. Lectures, problems and cases will be used.

Mya Maung

Mf 822 Management of Commercial Banks and Other Financial Institutions

Prerequisite: Mf 704

This course provides an intensive analysis of the financial management policies and problems of financial institutions. These include commercial banks and other types of banks and such specific non-bank financial intermediaries as insurance companies, pension funds, credit unions, mutual funds, investment banks and commercial credit companies. The course covers the monetary and fiscal framework within which these institutions operate. It is concerned with the problems and decisions of the management of these institutions in the collecting and using of funds. It deals with the financial strategy and policy concerning risks and profit for determining what is the most effective mix of assets and liabilities.

Walter T. Greaney

Mf 824 Public Sector (S; 3)

Prerequisite: Mf 704

The emphasis in this course is upon financial management of the public sector. The course will examine the purposes and scope of governmental spending, concepts and measures of public budgeting, decision-making and implementation facts in budget management, problems and innovations in financial management, and distinctive aspects of financial management in a variety of organizational types.

Walter T. Greaney

Mf 827 Tax Effects on Managerial Decisions (F; 3)

Prerequisite: Mf 704

The course begins with a discussion of the income, estate and gift taxes that apply to individuals. The focus then shifts to the tax implications of managerial decisions in the areas of organization, marketing, production, and finance. The federal income tax receives primary consideration but state and foreign taxes are also discussed.

Walter T. Greaney

Mf 831 International Financial Management (S; 3)

Prerequisite: Mf 704

This course introduces students to the financial management problems of a firm operating in an international environment. The impact of foreign exchange risk on the management of a firm's funds will be explored in depth, including hedging strategies, managing funds flows, and the positioning of assets on a global basis. The complexities of a multinational environment will be studied, with particular emphasis on money and capital market opportunities not normally available to a domestic firm. Lectures, class discussion and cases will be employed.

Mya Maung

Mf 876 Financial Management in Institutions of Higher Education (F; 3)

Prerequisite: Mf 704

This course deals with the acquisition and allocation of funds in institutions of higher education. It will deal with the application of financial theory to present day financial problems faced by colleges and universities. Emphasis is on financial management and includes an introduction to fund accounting; asset management; capital markets and sources of funds; short and long term financing; cost analysis; financial planning; and endowment management. Specific techniques used in financial analysis, e.g., break-even analysis and present value, etc., are also included in the course.

Frank B. Campanella

Mf 899 Directed Study (F, S; 3)

Prerequisites: Second year status, consent of the faculty member and the Department Chairman.

The student must develop a topic and basic outline in an area of finance. He/she will investigate this topic thoroughly under the di-

Course Offerings

Mf 704 Financial Management (F, S; 3)

Prerequisite: Core Accounting or equivalent

This course deals with the management of funds. Its purpose is to develop in the student skill in using techniques of financial analysis and the application of these skills to funds management. In particular, the estimate of flow of funds and the ability to judge a business' ability to meet its present and future commitments are discussed. The second part of the course deals with sources of short, intermediate, and long-term funds. Alternative means of dealing with particular needs are covered. Several methods of allocating scarce funds to competing opportunities are investigated in some depth. The subject of Valuation of the firm is also discussed. Some introduction is given to Financial Institutions and their role in supplying funds to businesses and non-profit organizations.

George A. Aragon
John G. Preston

Mf 801 Investments: The Valuation of Financial Instruments (F, S; 3)

Prerequisites: Financial Management, Mf 704

In a competitive market investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. The course addresses the issues that seem to determine the relative values of financial instruments, and the techniques available to assist the investor in making the risk/return trade-off.

Hassan Tehrani
Ruben Treviro

Mf 803 Portfolio Theory and Management (S; 3)

Prerequisites: Mf 704 (Mf 801 is recommended)

This course begins with an introduction to modern theories concerning the management of financial assets. The theoretical results are then applied to a wide range of managerial decisions including capital budgeting, capital structure and investment performance valuation. Each student is required to compile, manage and evaluate a diversified portfolio.

Hassan Tehrani

Mf 805 Finance Seminar (S; 3)

Prerequisites: Mf 704, Mf 806 and permission of the instructor

The topics included in the seminar will be determined by the students, subject to the approval of the instructor. Each student will be expected to do extensive research in an area, lead the discussion on the topic, and pass in a written report. After the topics have been selected, the instructor will prepare a reading list. Emphasis will be placed on recent contributions to the area. Finally, the instructor will lead the seminar for the first two or three sessions. Topics covered will be some of the more advanced and modern techniques and theories of finance.

To be announced

Mf 808 Financial Policy (F, S; 3)

Prerequisites: Mf 704 Financial Management and one additional finance course.

This course is required for all finance concentrators in the Graduate School of Management. It will focus on the formulation and implementation of financial decisions and policies. Emphasis will be given to the impact of institutional/environmental constraints on the financial decision-making process and the proper timing and sequencing of financial action plans. Since a goal of the course is to integrate the various subfields of finance and the finance function and other

rection of an interested faculty member. The student will prepare a paper that adequately shows its findings. This paper may be presented before faculty of the Finance Department. Emphasis is on research methodology and validity of the topic.

Walter T. Greaney

International Management

Mm 808 International Business Strategy

This is an advanced graduate course designed for the student who wants to pursue issues of international business strategy. The primary focus of the course will be the problems faced by a firm operating in an international environment. The first part of the course will look at the environmental issues that affect an international business firm. Later parts of the course will look at the functional areas of international management.

Frank J. Parker, S.J.

Marketing

Faculty

Professor Joseph D. O'Brien, A.B., College of the Holy Cross; M.B.A., University of Pennsylvania; Ph.D., Saint Louis University

Associate Professor Joseph Gartner, B.S., University of Connecticut; M.S., University of New Hampshire; Ph.D., Iowa State University

Associate Professor John T. Hasenjaeger, B.S., Bradley University; M.S., Southern Illinois University; Ph.D., Syracuse University

Associate Professor Robert D. Hisrich, A.B., DePauw University; M.B.A., Ph.D., University of Cincinnati

Associate Professor Raymond F. Keyes, A.B., Colby College; M.B.A., Boston College

Associate Professor Michael P. Peters, Chairman of the Department B.S., M.B.A., Northeastern University; Ph.D., University of Massachusetts

Assistant Professor Cynthia F. Frey, B.B.A., Western Michigan University; M.B.A., Ph.D. University of Michigan

Assistant Professor Nora M. Ganim Barnes, A.B., Rhode Island College; A.M., University of Rhode Island; Ph.D., University of Connecticut

Instructor Frank J. Franzak, B.B., Virginia Polytechnic Institute & State University; M.B.A., University of Maryland

Lecturer Eugene Bronstein, A.B., Dartmouth College; M.B.A., Harvard University

Course Offerings

Mk 705 Management Operations—Marketing (F, S; 3)

Emphasis is placed on familiarizing students with existing analytical techniques useful for marketing decision-making. Applications of these analytical techniques are illustrated for such decision areas as pricing distribution, forecasting, choice of markets, and control problems. Readings from original sources and independent research applying analytical techniques discussed during the semester are required.

Cynthia Frey
Robert D. Hisrich

Mk 801 Marketing Research (F; 3)

Prerequisite: Mk 705

Marketing research is concerned with the methods and techniques of securing information essential to the efficient solution of marketing problems. Subjects include research design, data collection methods, planning research, sampling, analysis and the applications of research to the task of managing the marketing effort. Actual case projects will be developed in this course.

Robert D. Hisrich

Mk 802 Market Analysis and Models (S; 3)

Prerequisite: Mk 705

This course will concentrate on marketing problems emphasizing quantitative approaches to the analysis of decisions. Attention will be given to analysis of data, techniques of models, and techniques of forecasting. Limited mathematics background is required.

Robert D. Hisrich

Mk 803 Product Planning and Strategy (S; 3)

Prerequisite: Mk 705

Since more concern is being given to developing successful products, this course will cover such areas as the history of successful and unsuccessful new products, product testing, product acceptance or diffusions, and product management. To supplement class discussions and lectures, a project involving the student development of a full marketing plan for an actual new product will be utilized to enable students to see the practical implications and problems of new product development.

Michael Peters

Mk 804 Consumer Behavior (F; 3)

Prerequisite: Mk 705

This course is designed to give attention to the need for understanding and explaining the consumer decision-making process. The objectives in meeting the needs of both practitioners and theorists will be to: (1) explore and evaluate an extensive body of research evidence from marketing and the behavioral sciences; (2) to advance generalizations or propositions from this evidence; (3) to assess the marketing implications of the various processes and facets of consumer motivation and behavior; and (4) to pinpoint areas where research is lacking.

Michael Peters

Mk 805 Marketing Cases (F; 3)

The case study method of teaching attempts to simulate the real-world environment in which managers must make decisions. The cases used in this course are all real—based on problems and events that actually took place. The student is cast in the role of decision maker; required to gain a firm grasp of the facts of a situation, use judgment in separating relevant information from the total data presented, propose alternative courses of action, and recognize the problems involved in implementing the decisions made. He or she is often required to assess the judgments and opinions expressed by people in a case. Cases do not teach clear-cut solutions; rather, they develop skill in the process of problem solving. This course will use a series of cases, supplemented by a variety of relevant readings from recent marketing literature. It is open as an elective to all students who have taken Mk 705. Students who have had basic marketing courses (1 year) and/or marketing experience may request permission to take this course in place of Mk 705.

The Department

Mk 806 Sales Management (S; 3)

Prerequisite: Mk 705

This course will cover the planning, direction and control of selling activities including the recruiting, selection, training, supervision, and compensation of the sales force; establishment of quotas; measuring sales performance; coordinating sales activities with advertising and with other departments of the business. Both theory and case materials will be introduced in this course.

The Department

Mk 808 Marketing Communication and Promotional Strategy (S; 3)

Prerequisite: Mk 705

This course deals with promotion, the communication process in marketing. It is concerned with the major promotional tools, namely advertising, personal selling, sales promotion, public relations and publicity, in terms of their roles in the marketing mix, and it examines the complex of managerial decisions involved in employing the various promotion elements. The focus is on understanding the communication process and applying communication tools in a marketing context.

The course begins with the nature and functioning of the promotion mix elements. It proceeds to examine the communication process, the effects (or non-effects) of mass and personal communication, and the complex interaction of audience, message, source and medium in producing a given result.

The second half of the course focuses on the promotion campaign from a managerial viewpoint. Topics covered include campaign strategy formulation, budget allocation, message platform evaluation,

media choices, and the measurement problems involved in assessing campaign results. The role of advertising agency and problems in agency selection and use are also discussed.

Frank Franzak
Cynthia Frey

Mk 809 Channel Strategy (F; 3)

Prerequisite: Mk 705

This course is designed for graduate students with a career interest in consumer goods, marketing and for those considering a career in retailing or wholesaling. It will examine various marketing strategies which particular retailers and wholesalers may pursue. The course also aims to show the interrelationship between the marketing strategies of the distributors and manufacturers from whom they buy. Background reading and cases focus mainly on problems of a varied group of retailers such as department and speciality stores; discount department stores; and supermarkets. A special and intense view of our physical distribution system will be made.

Eugene Bronstein

Organization Studies— Human Resources Management

Faculty

Associate Professor Jean M. Bartunek, R.S.C.J., A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago Circle

Associate Professor James L. Bowditch, Chairman of the Department A.B., Yale University; A.M., Western Michigan University; Ph.D., Purdue University

Associate Professor Dalmar Fisher, B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University

Associate Professor John W. Lewis, III, Coordinator, General Management Concentration, A.B., Ohio Wesleyan University; Ph.D., Case Western Reserve University

Assistant Professor Judith Gordon, A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Lecturer Alan P. Thayer, B.S., U.S. Military Academy; M.B.A., Harvard University

Course Offerings

Mb 709 Organizational Studies (F, S; 3, 3)

Effective business decision-making and implementation require coordinated action on the part of many individuals within an organization structure having both formal and informal overtones. The course is designed to teach the behavioral skills necessary for individuals to become effective managers: to diagnose, implement, and change 1) individual human behavior, 2) group interaction, 3) leadership and power relations, 4) organization structure and design. The student discovers the nature of the patterns of individual, group, and organization behavior from case descriptions, organizational exercises, group discussions, and role-playing activities. Individual, group and organization behaviors are considered from both the systems and historical perspectives.

Judith Gordon
John W. Lewis

Mb 710 Human Resources Management (S; 3)

This introduction to human resources management focuses on traditional personnel issues, as well as manpower planning, quality of working life, and career development. Students will examine the impact of federal regulations such as affirmative action, OSHA, and ERISA on the human organization. Finally, this course discusses labor relations from an economic viewpoint and describes particular collective bargaining practices.

Judith Gordon

Mb 801 Communication in Organizations (S; 3)

Most organization members learn about communication the hard way—by suffering a failure, getting into a destructive conflict, or even by getting fired. This course aims to improve the manager's ability to recognize and explain communication problems in organizations

and to redirect his or her own and others' communication toward personal and organizational goals. The major focus is on interpersonal behavior in one-to-one relationships (such as superior-subordinate, line-staff, and consultant-client) and in small groups. Problem solving and helping in the interpersonal setting are emphasized. Topics include language, nonverbal communication, conflict, persuasion, counseling, group dynamics, and communication patterns in the total organization.

Dalmar Fisher

Mb 802 Seminar in Organizational Development (S; 3)

Prerequisite: Mb 709 or consent of instructor.

There is widespread concern at the national level, including the Congress of the United States, about productivity and increasing employee alienation at work, including managers. This seminar is concerned with reversing this trend by providing approaches, tools and techniques to assist the student and the organization to become more competent. Both the individual manager and the successful institution (business, educational, nonprofit or other) must be flexible, adaptable to change and better able to meet the needs of both employees and the institution. The seminar provides the student with diagnostic approaches to determine when and where such tools should be used as: organizational design to better fit the environment; job enrichment; management by objectives; role analysis; attitude surveys and feedback methods; interface problem-solving; organizational confrontation; managerial and other team building; methods for inter and intra group conflict resolution; organizational confrontation meetings; and laboratory training. The content matter of the course is drawn from such fields as psychology, sociology and applied anthropology. Emphasis will be placed upon the individual and personal development of the student in addition to assisting him or her to understand and be more effective in managing change and innovation. Since the course is a seminar, there is no advance syllabus. Rather, the seminar is tailored to the needs of the students enrolled in the course at the time. It may include individual or group projects as well as cases, "nonquantitative" business games and the like, depending upon the psychological contract developed with the students in the seminar.

John W. Lewis

Mb 803 Managerial Effectiveness (F; 3)

Prerequisite: Mb 709 or consent of instructor.

The practicing manager is under pressure to get results. The organization in which he or she works is made up of individuals and units above, beside and beneath him or her, who are also striving to achieve certain results. This complex of striving people and units inevitably sets up dynamic tensions in the organization—tensions both of cooperation and of conflicting effort. The problem for the manager is how to make constructive use of inherent tensions in the organization. This course deals with skills and processes which are available to the manager for coping with the dynamic tensions of organization. These are: (1) the resolution of conflict between individuals and between groups; (2) confrontation by the manager representing him or herself in advocacy of his or her own needs; (3) counseling with organization members who are feeling stress; and (4) creation within the organization of belief in its problem-solving capacities.

John W. Lewis

Mb 804 Group Dynamics (S; 3)

Prerequisite: Mb 709 or consent of instructor.

The purpose of this course is to help the student understand group processes and to become more effectively involved in membership and leadership roles in groups such as committees, task groups, and project teams. The students will work together as a project team in the course, designing, implementing, and evaluating a term project related to the course content. Thus, in addition to readings and discussions about group dynamics, they will be able to use their own project group as a learning laboratory.

John W. Lewis

Mb 805 Seminar in Management Development (Summer; 3)

Prerequisite: Mb 709 or consent of instructor.

This seminar will explore and evaluate some of the current theories and techniques being applied in the Management Development area. Students will examine management development concepts and applications through outside readings, class discussions, and team projects. A large segment of class time will be devoted to participation in management development exercises and techniques (role-playing, in-basket exercises, simulations, etc.), as a basis for evaluating their

possible worth and inclusion in management development programs. This seminar will be of prime interest to persons who are actively interested in or engaged in the design and conduct of management development programs.

Raymond Keyes

Mb 806 Topics in Personnel and Industrial Psychology (F; 3)

Prerequisites: Mb 709 or an undergraduate course in psychology, at least an undergraduate course in statistics, or consent of instructor. For M.B.A. students, this course would normally follow Mb 710, Human Resources Management.

Personnel and Industrial Psychology takes the prospective manager through a detailed coverage of current topics related to the field. With the increasing number of equal opportunity court cases and affirmative action rules, manager should know how to forecast success on the job through psychological tests and how to conduct organizational training and career development. Time is allocated for students to choose additional topics for study such as wage and salary administration, union-management relationships and human engineering. Students will analyze live test data to see if they actually predict success on the job, and will also develop training programs.

James Bowditch

Mb 807 Personnel Management (S; 3)

Prerequisite: Mb 709 or consent of instructor.

The goals of this course are to acquaint the student with basic personnel processes and give experience in solving some of the practical problems which frequently confront personnel departments of organizations. It will be a blend of the latest behavioral science techniques and the more traditional management procedures in the personnel administration domain. Topics included will be job design, performance, appraisal, staffing, selection and promotion, wage and salary administration, collective bargaining process, managing the higher level employee, training and personnel development. Class-work, library work, and field work will all be a part of this offering.

James Bowditch

Mb 808 Organizational Design and Structure (S; 3)

Prerequisite: Mb 709 or consent of instructor

This course examines behavior in organizations from a macro perspective. It discusses organizational structures, interorganizational relations, and such intraorganizational issues as power, control, and goal formulation and accomplishment. This seminar deals with issues faced by any manager or employee who works in the increasingly complex organizations of both the public and private sectors: the impact of technology, environment, and human requirements on individual, group, and organizational behavior. This seminar also explores the initial issues managers must consider in designing organizations and in changing organizations to respond to changes in these organizational contingencies.

Judith Gordon

Mb 810 Organizational Dilemmas of Religious Institutions (S; 3)

Prerequisites: None. May not normally be taken for credit in addition to Mb 709.

This course is concerned with the management of voluntary, service organizations, particularly religious institutions. The course focuses on the similarities and differences between these organizations and profit making institutions. Issues to be covered include: a systems approach to management, career steps of congregation leaders, power and authority, team building and participative management, organizational climate and environment, models for coping with uncertainty and long range planning. The intent of the course is to increase the managerial skills of clergy and lay persons who already have theological training.

James Bowditch
Jean Bartunek

Mb 811 Advanced Topics in Organizational Behavior (F, S; 3, 3)

Prerequisite: Mb 709

Comprehensive treatment of one or more significant topics in Organizational Behavior not covered by the regular curriculum. A different topic will be presented each term. Check with the department for details.

Course topics will be drawn from such sources as: faculty research and professional interests, theoretical and applied developments in the field, and graduate student interests. Possible topics for this course might be: self-regulating systems, human determinants and consequences of strategy, behavioral science research methodologies, intervention strategies, new developments in organizational behavior

and related disciplines, and advanced thrusts in leadership research.

The Department

Mb 897 Directed Readings (F, S; 3)

Prerequisite: Second year status, consent of department chairperson. The student will do extensive reading in a selected area under the direction of a faculty member. The student is expected to present verbally or in writing careful critiques of the readings and to develop interrelationships between them.

By arrangement

The Department

Mb 898, 899 Directed Research I and II (F, S; 3, 3)

Prerequisite: Second year status, consent of departmental chairperson.

The student selects a hypothesis or topic to be completely and thoroughly investigated under the direction of a faculty member. The student is expected to write a paper that employs sound research methodology and has publication possibilities.

By arrangement

The Department

Quantitative Analysis

Program Description

Quantitative Analysis is offered jointly by the Administrative Sciences Department and the Computer Science Department. The focus of the program is on the application of quantitative methods to operations management: the planning, controlling and decision-making functions common to all productive organizations. By its very nature, this area serves as a linking pin to such functional areas as marketing, finance, accounting, production, and human resources management. Indeed, the major approaches of quantitative analysis have been successfully applied to, and have been of considerable influence in the development of, these traditional managerial functions. For this reason, students concentrating in one of these functional areas will find a second concentration in Quantitative Analysis to be especially valuable.

The objectives of this program are:

1. To develop formal analytic skills in defining, analyzing, and solving complex managerial problems.
2. To gain appreciation for when and where to use the principal techniques of quantitative analysis, with the ability to apply them when the proper occasions arise.
3. To enhance understanding of operations analysis within organizations along with a knowledge of the interrelationships with the traditional managerial function.
4. To provide understanding of systems management and the ability to apply systems thinking and approaches to managerial problems.

Course Offerings

Mq 600 Mathematics for Management (F; 3)

This course is designed to increase the mathematical literacy of persons just beginning the MBA Program. Much attention will be given to problem solving so that students will gain experience with mathematical notation and techniques. There are no prerequisites.

Louis Goldberg

Mq 604 Operations Research (F; 3) or (S; 3)

Presents the concepts and techniques of linear optimization including linear, integer and dynamic programming. Essentially the course deals with the optimization of linear functions subject to linear constraints with special attention given to formulation and post-optimality analysis. Some mathematical fluency is necessary and the ability to use a computer is very helpful.

Peter Olivieri
Michael Rubin

Mq 605 Simulation Methods (F; 3) or (S; 3)

An introduction to building computer models of decision making systems. Students will be required to design and program a model their choice. Special computer languages used for simulation modeling will be discussed as well as the statistical concepts necessary for constructing such models. Application will be presented from a variety of disciplines.

Peter Olivieri

Mq 606 Forecasting Techniques (F; 3) or (S; 3)

Prerequisites: Previous exposure to statistics and an ability to use computing facilities.

The planning process is dependent on both forecasting ability and logical decision making. This course focuses on forecasting models of processes that occur in business, economics and the social sciences. The techniques presented include time series models, single equation regressions models and multi-equation simulation models. The underlying theory is presented through real cases. The Department

Mq 608 Cases in Management Science (F; 3) or (S; 3)

Prerequisites: A degree of mathematical literacy and the ability to use computing facilities.

This course uses the case study method to show how and in what areas management science is being used to help solve business problems. A variety of topics and cases will be presented in order to produce students who can, in their careers as managers, recognize possible MS applications, appreciate the advantages and limitations of MS, and understand and intelligently employ MS tools. The areas to be covered comprise: (a) Credit Scoring (Discriminant Analysis) (b) Asset Liability Management (Linear Programming) (c) Inventory Management (Statistics) (d) Short Cases in Probability (e) Modeling in General.

The Department

Mq 705 Statistical Decision Making (F, S; 2)

This is a graduate level statistics course for students with little or no prior knowledge of statistical analysis. Its purpose is to present the practical procedures and theoretical basis of modern statistics, statistical inference, analysis of variance, correlation analysis, and multiple regression through a consideration of general linear models. Students are expected to make extensive use of the computer for describing and solving the application problem presented in this course.

Richard Maffei
Peter Olivieri

Mq 706 Decision Analysis (F, S; 2)

This course is designed to provide an introduction to the major techniques of quantitative analysis in the resolution of a variety of managerial decision problems. Emphasis is placed on developing formal analytic skills in defining, analyzing, and solving complex problems. The strengths, limitations, and utility of management science approaches are considered.

David C. Murphy
Peter Olivieri

Mq 707 Production and Operations Management (F, S; 2)

This course studies the field of production and operations management with an analytical approach and the broad viewpoint, together with a systems synthesis of the input-output process inherent in any organization designed to achieve objectives. Emphasis is placed on the economics of production, relating cost concepts to the decision-making process. The methods used in the design of production systems are integrated with operations planning and control to achieve effective and efficient solutions for production problems. Depth of coverage is preferred to breadth; however, the interrelations with other operating functions are recognized and identified.

Robert M. Brown
David C. Murphy

Mq 897 Directed Readings (F, S; 3)

Prerequisites: Consent of department chairperson.

The student does extensive reading in a selected area under the direction of a faculty member. The student is expected to present written critiques of the reading and be capable of making careful comparisons between them.

By arrangement

The Department

Mq 898-899 Directed Research I and II (F, S; 3, 3)

Prerequisite: Consent of department chairperson.

The student investigates a topic under the direction of a faculty member. The student is expected to develop a paper with publication potential.

By arrangement

The Department

Graduate School of Social Work

In keeping with the Jesuit tradition of four centuries of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March, 1936. The Master's program may be undertaken on either a full time (two academic years) or part time (four semesters, plus year of residence) basis.

Worcester Satellite: Part Time students may also take the First Year equivalent at the School's Worcester Satellite. Classes for all students in the final year are conducted on the main campus, but field placements can be arranged in the Worcester area.

All degree requirements are to be fulfilled within a period of six years, at least one of which must be a year of residence. The Master's program is accredited by the Council on Social Work Education.

Professional Program: Master's Level

The professional program at the Boston College Graduate School of Social Work, in addition to providing foundation courses for all students, affords each the opportunity to specialize in one of the social work practice concentrations offered by the school: social casework, community organization/social planning, and administration. A concurrent practicum is also a part of each program.

Human Behavior and the Social Environment—

Courses in the Human Behavior and Social Environment sequence are designed to give the student a knowledge of the physical, psychological, and environmental forces that affect human development. Course offerings are:

- Sw 721 Human Behavior and the Social Environment
- Sw 722 Psycho-Social Pathology
- Sw 723 Ego Psychology
- Sw 727 Substance Abuse: Alcohol and Other Drugs
- Sw 821 Small Group Theory
- Sw 825 Crisis, Loss and Grief (not offered 1981-82)
- Sw 828 Organizational Behavior
- Sw 830 Psycho-Social Issues in Health and Medical Care
- Sw 831 Aging: Theories, Issues and Therapeutic Strategies
- Sw 832 Comparative Personality Theories
- Sw 839 HBSE Independent Study

Social Work Research

Research is viewed as an action oriented method of social work intervention to build knowledge to improve social work and social welfare services primarily in the urban community. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of "at risk" groups living in urban communities; and (2) are able to design and implement research efforts relevant to social work practice with such groups.

Foundation and elective courses include:

- Sw 743-744 Research Seminar/Laboratory
- Sw 745 Readings in Research: History and Issues
- Sw 840 Intermediate Statistics
- Sw 841-842 Research Seminar and Practicum
- Sw 843 Social Work Research and Theory Building
- Sw 844 Evaluative Research for Action
- Sw 845-846 Advanced Research Design
- Sw 848 Women and Research: Science vs. Sexism
- Sw 849-850 Research Independent Study

Social Policy and Administration

Foundation courses in the Social Policy and Administration sequence are designed to give the student a knowledge of the various social

welfare problems and issues that affect individuals in today's world. Offerings include foundation, elective and Administration Concentration courses:

- Sw 701 The Social Welfare System
- Sw 702 Social Policy Analysis
- Sw 703 The Social Welfare System (Adv.)
- Sw 704 Social Policy Analysis (Adv.)
- Sw 801 Racism: Dynamics of Social Process
- Sw 803 Structure and Function in Administration
- Sw 804 Administrative Processes and Skills
- Sw 805 Issues in Family and Children's Services
- Sw 808 Legal Aspects of Social Work
- Sw 810 Integrative Seminar in Administration
- Sw 813 Comparative Policy Analysis and Field Experience
- Sw 816 Supervision and Staff Management
- Sw 819 SPA Independent Study

Administration is viewed as the process of setting goals, establishing policies, creating and maintaining the organization, making and implementing plans, and evaluating results. The concentration focus is to produce administrators who are 1) prepared to maintain a commitment to social work values and goals in administrative practice in middle management and leadership positions, and 2) knowledgeable about the functioning of formal and informal structures of organizations, and the principal skills and functions of the administrator/manager, particularly in the human service organization.

Casework

Casework is an orderly process of working with individuals and families to help them in dealing with personal, interpersonal and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties, and the purposeful use of a variety of intervention skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning.

The casework curriculum is arranged so that the student acquires a foundation in the generic aspects of social casework and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice.

The course offerings are:

- Sw 761 Fundamentals of Practice
- Sw 762 Basic Skills in Therapeutic Intervention
- Sw 763 Communication Theory for Community Organization Practice
- Sw 861 Differential Assessment and Intervention
- Sw 862 Advanced Clinical Practice
- Sw 864 Group Therapy
- Sw 865 Family Therapy
- Sw 867 Casework Treatment of Children and Adolescents
- Sw 868 Integrative Seminar in Social Casework
- Sw 870 Social Casework Independent Study

Community Organization/Social Planning

Community Organization/Social Planning is a method of social work practice designed to assist citizens, groups, and/or organizations to solve the pressing social ills of a neighborhood, community or region. Community organization is viewed as a method for bringing together and involving citizens in solving such problems, and enabling them to implement social welfare programs or community goals. Social Planning is viewed as a purposeful activity for identifying, designing and implementing programs to effect social change. Course offerings are:

- Sw 783 Community Organization Theory
- Sw 784 Community Organization Practice Seminar
- Sw 786 Community Organization and Casework Practice
- Sw 788 Principles of Planning
- Sw 790 Social Work in Industry
- Sw 881 Planning Theory
- Sw 882 Advanced Seminar in Community Organization/Social Planning
- Sw 886 Social Planning Workshop

- Sw 887 Change and Development of the Urban System: Urban Developmental Planning I
- Sw 896 Environmental Planning
- Sw 897 Planning for Health and Mental Health Services
- Sw 898 Planning for Human Services Integration
- Sw 900 CO/SP Independent Study

Joint MSW/MBA Program

A limited number of students can be admitted to the three-year joint degree program. Candidates must apply to and be accepted by both the School of Social Work and the Graduate School of Management. One full time year is spent in each school, while the third incorporates joint course and field work.

Accelerated BA/MSW Program

In cooperation with the College of Arts and Sciences, the School has instituted a "Three/Two" program whereby a limited number of Psychology and Sociology Majors may combine First Year Graduate Social Work courses and field work with their Junior and Senior studies, receive the B.A. at the end of four years, and then enroll formally for the final year of the MSW Program.

For Sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions, Ext. 4024.

The School also offers several courses in other University programs which are not applicable to the Master's Degree in Social Work. These include:

- Sw 600 Introduction to Social Work (College of Arts and Sciences)
- Sw 378 Introduction to Social Work (Evening College)
- Sw 770 The Clinical Interview (Summer Session)

Professional Program: Doctoral Level

The Doctor of Social Work program for MSW practitioners who have demonstrated competence in a practice method is designed to 1) extend the conceptual and empirical boundaries of knowledge about clinical or planning methods of social practice; and 2) integrate research competencies with clinical or planning competencies in order to develop social workers with the capacity for formulating and implementing systematic studies of professional practice.

Six core courses, four specialization courses (clinical or planning), nine dissertation-related credits, and four electives comprise the 51 credits required for the D.S.W. The program, instituted in 1979, is designed for part time study. Courses initiated during the first two years include:

- Sw 961 The Philosophy of Professional Practice
- Sw 962 National Public Policy Frameworks in Market and Non-market Nations
- Sw 963 Statistics and Research Methods I
- Sw 964 Statistics and Research Methods II
- Sw 971 Doctoral Seminar in Clinical Practice I
- Sw 972 Doctoral Seminar in Clinical Practice II
- Sw 973 Comparative Models of Intervention
- Sw 974 Issues in Clinical Social Work Practice
- Sw 976 Ego Psychology and Clinical Practice
- Sw 981 Social Planning Models: Congruence and Evaluation
- Sw 982 Participatory Dynamics of Social Planning
- Sw 983 Planning for Specific Intervention Domains I
- Sw 984 Planning for Specific Intervention Domains II

Continuing Education

The Bureau of Human Services Education and Research offers workshops, seminars, institutes and short courses in a wide variety of subject areas for human services professionals. Continuing Education Units associated with these offerings are applicable to Massachusetts Social Work Licensing requirements. The Bureau also conducts re-

search on social work personnel, public social services, and current areas of interest such as the relationships between family and workplace systems.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin which may be obtained by writing to the Director of Admissions, Boston College Graduate School of Social Work, Chestnut Hill, Massachusetts 02167.

Faculty

Professor Richard S. Bolan, B.E., Yale University; M.C.P., Massachusetts Institute of Technology; Ph.D., New York University

Professor Edmund M. Burke, A.B., Champlain College; M.S.W., Boston College; Ph.D., University of Pittsburgh

Professor Demetrios S. Iatridis, A.B., Washington Jefferson College; M.S., University of Pittsburgh; Ph.D., Bryn Mawr

Professor Carolyn Thomas, B.Sc., S.A., Ohio State University; M.A.S.A., Ohio State University; D.S.W., Smith College School for Social Work

Associate Professor Frederick L. Ahearn, Jr., Chairman, Community Organization and Social Planning
A.B., Sacred Heart Seminary; M.S.W., Catholic University of America; Ph.D., Columbia University School of Social Work

Associate Professor Dwight S. Adams, A.B., University of Michigan; M.S.W., University of Michigan Graduate School of Social Work; Ph.D., The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University

Associate Professor Robert L. Castagnola, Chairman, Social Casework
B.S.S., Boston College; M.S.W., Boston College School of Social Work

Associate Professor Geraldine L. Conner, Chairwoman of Research
A.B., University of Michigan; M.S.S.W., University of Nebraska School of Social Work; D.S.W., George Warren Brown School of Social Work, Washington University

Associate Professor Albert F. Hanwell, Chairman, Social Policy and Administration
B.S., M.S.W., Boston College

Associate Professor Richard A. Mackey, Director, Doctoral Program
A.B., Merrimack College; M.S.W., Catholic University of America; D.S.W., Catholic University of America

Associate Professor Kathleen O'Donoghue, B.S., Emmanuel College; M.S.W., Boston College; M.S.H., Harvard School of Public Health

Associate Professor Elaine Pinderhughes, Chairman, Human Behavior and the Social Environment
A.B., Howard University; M.S.W., Columbia University

Associate Professor Nancy Veeder, A.B., Smith College; M.S., Simmons College School of Social Work; Certificate of Advanced Study, Smith College School of Social Work; Ph.D., The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University

Adjunct Assistant Professor Ann Burns, B.S., St. Louis University; M.S.W., Howard University

Adjunct Associate Professor Victor A. Capoccia, A.B., M.S.W., Boston College; M.A., University of Iowa; Ph.D., Brandeis University

Law School

The Trustees of Boston College, with the active support and cooperation of the bench and bar in Massachusetts, established the Boston College Law School in 1929. Formal instruction was begun on September 26, 1929, and the first class was graduated on June 15, 1932. In September 1975, Boston College Law School moved to the Newton campus which has larger and more extensive facilities.

Pre-Legal Studies

Boston College desires that its students come to the study of law with the broadest possible understanding of the divergent forces which affect society and give it quality and direction. The School recognizes that the foundation for such understanding—so vital to the effective modern lawyer—normally is gained during the four-year college program. Because the field of law spans the entire social, economic and political processes of our society, there is no collegiate program that cannot serve as an appropriate vehicle for pre-legal training.

Admission Requirements

Boston College is an academic community whose doors are open to men and women of all races, colors, handicaps, and national origins.

An applicant for admission to Boston College Law School as a candidate for the degree of Juris Doctor must possess a Bachelor's degree from an accredited college or university and have taken the Law School Admission Test.

Admission Procedure

Application must be made upon the official form; and, as noted therein:

- 1) Official transcripts of all collegiate, graduate and professional study must be sent directly to the Law School Data Assembly Service.
- 2) Recommendation forms issued by the Law School or two letters of recommendation, if preferred, must be sent directly to the Committee on Admissions by the person making the recommendation.
- 3) The applicant must submit the Law School Application Matching Form, which is found in each applicant's LSAT/LSDAS registration packet, with the Application to Boston College Law School.
- 4) As soon as a decision is made by the Committee on Admissions, the applicant will be advised by mail. The application fee is not refundable.
- 5) Acceptance Deposit: To hold a place in the class the applicant must send a deposit of \$150 to Boston College Law School within the time limit specified in the letter of acceptance. The deposit will be credited toward tuition for the last semester, only \$50 of which is refundable if notice of withdrawal is given by August 1.
- 6) Applications must be filed no later than March 1.

Registration for Bar Examination

Many states require a student, prior to or shortly after beginning the study of the law, to register with the board of bar examiners of the state in which he or she intends to practice. Each student should ascertain by writing to the secretary of the board of bar examiners of the state in which he or she plans to practice whether that state has this requirement.

Auditors

A limited number of applicants, usually members of the bar, who do not wish to study for a degree, but who desire to enroll in specific courses, may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing.

Advanced Standing

An applicant qualified for admission who satisfactorily completed

part of the law course in another approved law school may be admitted to upper classes with advanced standing. Normally, four completed semesters in residence at Boston College immediately preceding the awarding of a degree will be required.

Aid Programs

Awards are made on a need basis. Other than Presidential Loan Funds and a limited number of tuition remission awards, all financial aid programs are administered by the University's Office of Financial Aid. Applicants wishing to be considered for federal and other aid programs may obtain the necessary applications and financial statements by writing to the Office of Financial Aid, Lyons Hall, Boston College, Chestnut Hill, Ma. 02167.

Joint Programs

The School of Management and the Law School at Boston College have a joint J.D.-M.B.A. program. Students in the program are required to be independently admitted to both schools. Credit for one semester's courses in the M.B.A. program is given toward the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given toward the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Students interested can obtain detailed information from the Associate Dean of the Law School.

Joint degree programs can be arranged with other divisions of the university or with particular programs at nearby universities. At any one time, at least fifteen students are engaged in special programs. Information can be obtained from the Office of the Associate Dean.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Law School Bulletin which may be obtained by writing to the Director of Admissions, Boston College Law School, 885 Centre Street, Newton, Ma. 02159.

Faculty

Professor Hugh J. Ault, A.B., Harvard University; LL.B., Harvard Law School

Professor Charles H. Baron, A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University

Professor Arthur L. Berney, A.B., University of Virginia; LL.B., University of Virginia Law School

Professor Robert C. Berry, A.B., University of Missouri; LL.B., Harvard Law School

Professor George D. Brown, A.B., Harvard University; LL.B., Harvard Law School

Professor Peter A. Donovan, A.B., Boston College; LL.B., Boston College Law School; LL.M., Georgetown University; S.J.D., Harvard Law School

Professor Sanford J. Fox, A.B., University of Illinois; LL.B., Harvard Law School

Professor Mary Ann Glendon, A.B., University of Chicago; J.D., M.C.L., University of Chicago Law School

Professor James L. Houghteling, A.B., Yale University; LL.B., LL.M., Harvard Law School, M.P.A., Harvard Graduate School of Public Administration

Professor Sanford N. Katz, A.B., Boston University; J.D., University of Chicago

Professor Paul R. McDaniel, A.B., University of Oklahoma; LL.B., Harvard University

Professor Francis J. Nicholson, S.J., A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University

Professor Emil Slizewski, A.B., Boston College; LL.B., Boston College Law School

Professor James W. Smith, A.B., Boston College; LL.B., Boston College Law School; LL.M., New York University Law School

Professor Leonard Strickman, A.B., University of Rochester; LL.B., Yale Law School

Professor William F. Willier, A.B., University of Northern Iowa; J.D., University of Iowa College of Law

Associate Professor Scott FitzGibbon, A.B., Antioch College; J.D., Harvard University

Associate Professor Ruth-Arlene Howe, A.B., Wellesley College; S.M., Simmons College; J.D., Boston College Law School

Associate Professor Cynthia C. Lichtenstein, A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago Law School

Associate Professor Mark R. Spiegel, A.B., University of Michigan; J.D., University of Chicago

Assistant Professor Thomas G. Abram, A.B., Carleton College; A.M., J.D., Stanford University

Visiting Assistant Professor Ann Baum, A.B., University of Michigan; J.D., New York University Law School

Assistant Professor Robert M. Bloom, B.S., Northeastern University; J.D., Boston College

Assistant Professor Carol Bensinger Liebman, A.B., Wellesley College; A.M., Rutgers University; J.D., Boston University

Assistant Professor Jennifer Rochow, A.B., Bennington College; J.D., University of Pennsylvania

Assistant Professor James S. Rogers, A.B., University of Pennsylvania; J.D., Harvard Law School

Assistant Professor Robert H. Smith, A.B., Wesleyan University; J.D., University of Chicago

Summer Session

With its wide range of accredited courses and special programs, the Boston College Summer Session answers the educational needs of a broad spectrum of students at every level—those already in degree programs, at Boston College and at other institutions, but also academic and business professionals seeking to expand their capacity to meet the challenges in their specialized fields.

The convenient suburban setting and extensive facilities for housing and recreation place the Summer Session in a unique position to provide the student with an ideal environment for summer study. Although the student body is highly diversified, all intermingle successfully, enjoying a relaxed and enthusiastic faculty, smaller classes, and the summertime beauty of the campus.

The summer program takes place within one intensive six-week period beginning in the latter part of June in which credits earned per course are equivalent to one semester of the regular academic year.

Although most of the courses are scheduled for the full six weeks, there are two sections of intensive three-week courses for full credit and several institutes and workshops with short-term schedules.

Admission

Under a policy of "Open Admissions", the Summer Session welcomes all students, and no academic records need be submitted.

However, because formal application is not required, students should not confuse registration in the Summer Session with admission to regular University standing, either in graduate or undergraduate programs.

As in the case with the rest of the University, Boston College Summer Session is coeducational and admits students of any race, creed, color, handicap, and national or ethnic origin.

Graduate Students

Visiting graduate students should possess the Bachelor's degree and are welcome to register for summer courses provided they observe any applicable course restrictions where they appear.

Boston College graduate students in degree programs should consult with their advisors before registering to make sure their summer course selections are consistent with their degree requirements.

Information

For information about the courses and special programs offered during the Summer Session, request a Summer Session Catalog from the Summer Session Office, McGuinn 437, Boston College, Chestnut Hill, Massachusetts 02167.

Administration

The University

The Corporate Title of Boston College is:

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Associate Dean, The School of Education

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Associate Dean, The School of Management

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Director of Mathematics Institute

Robert Bloom, J.D., Boston College
Director of Urban Legal Laboratory

Barry A. Bluestone, Ph.D., University of Michigan
Director of Social Welfare Regional Research Institute

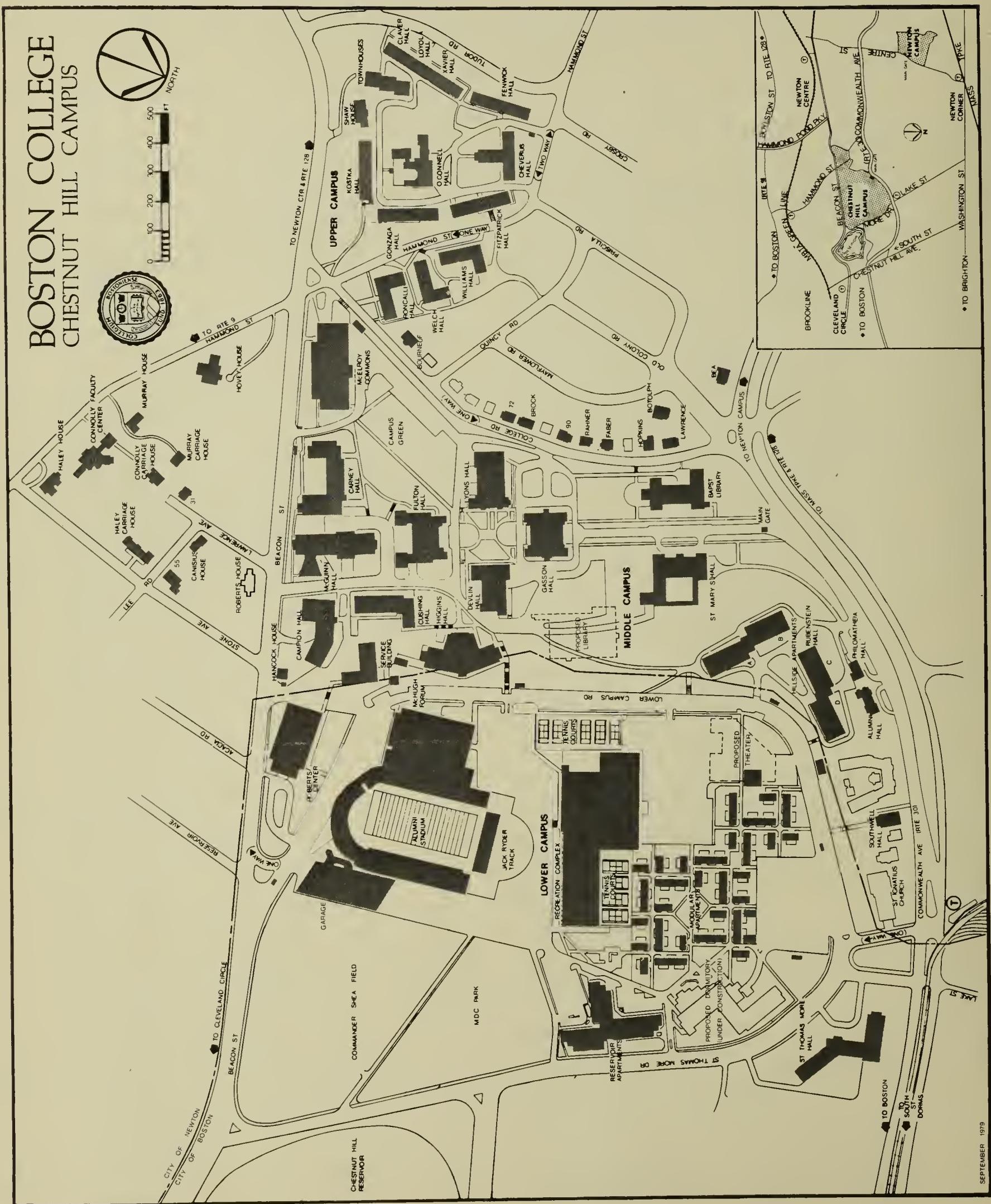
Margaret K. Dever, Ed.M., Harvard University
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David H. Gill, S.J. , Ph.D., Harvard University; Lic Theology, St. Georgen, Frankfurt Director, Honors Program	Joseph F. MacSweeney , B.A. Director of Plant Services
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Charles Nolan , M.A.T., Bridgewater State College Director of Admissions	Karl Salathé , M.S. Director of Development
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Robert Turner , M.B.A., Boston College Director of Financial Aid	John F. Wissler , M.B.A. Executive Director of Alumni Association

Directors in University Area

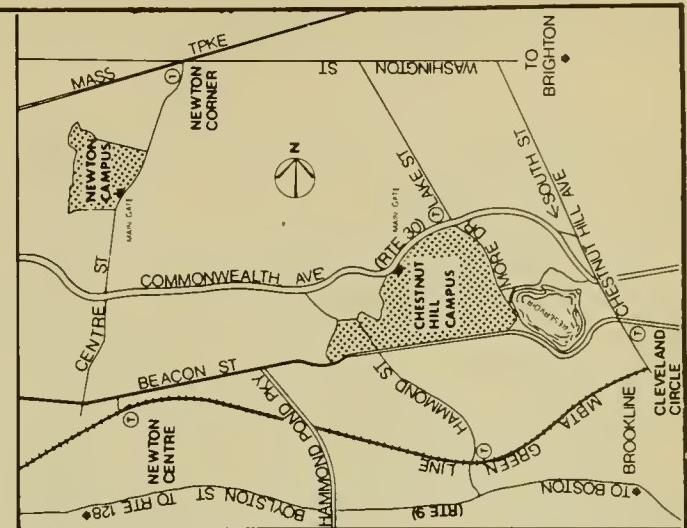
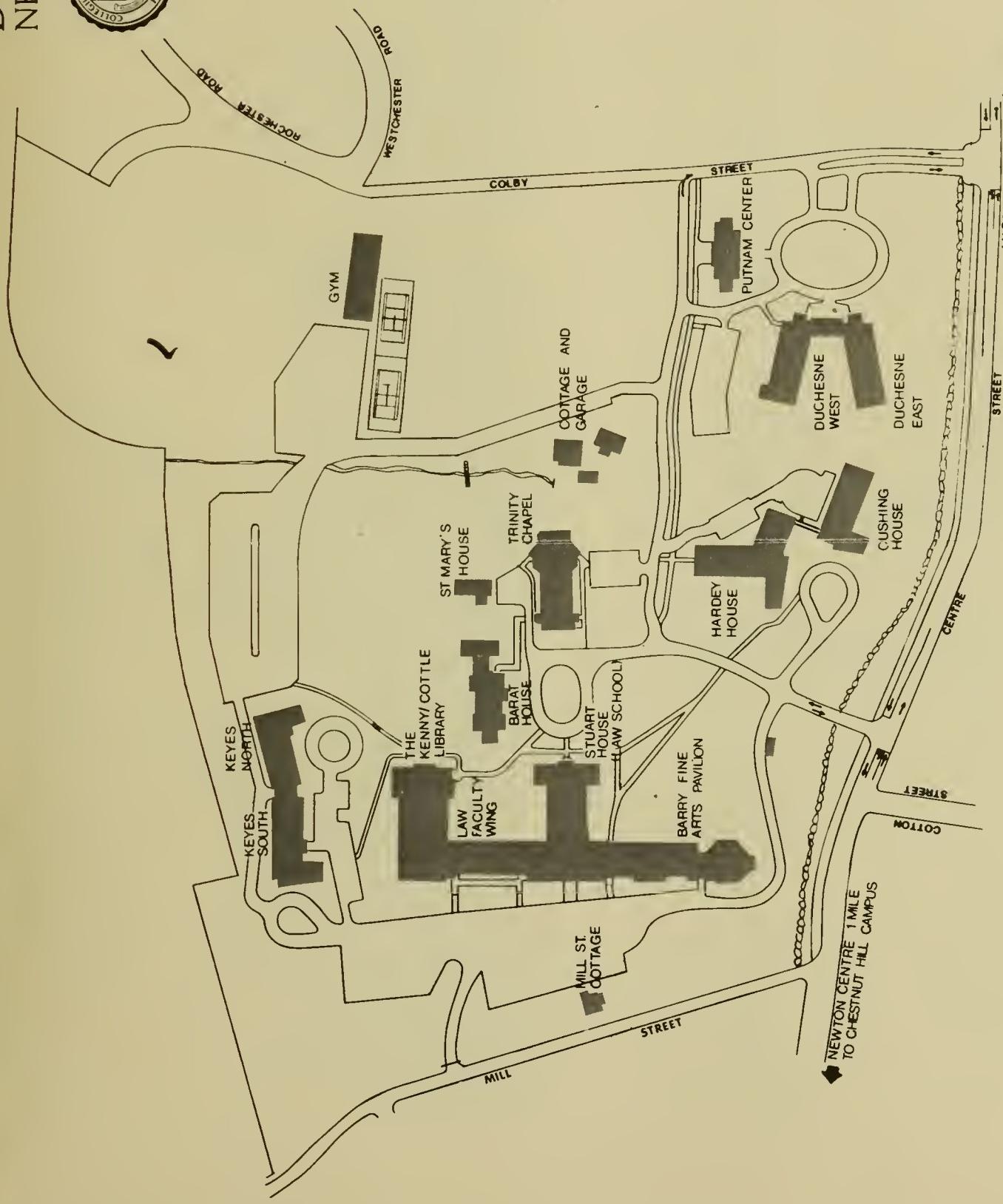
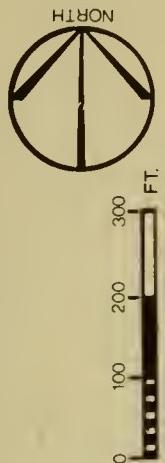
John D. Beckwith , A.B. Director of Purchasing
Catherine H. Briel , M.B.A. Controller
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Campus Map



BOSTON COLLEGE

NEWTON CAMPUS



Directory and Office Locations

Accounting Department	Fulton 100	History Department	Carney 116
Frederick Zappala, Chairman		Alan Rogers, Chairman	
Administrative Sciences Department	Fultan 301C	History and Philosophy of Education Program	Campion 313
David Murphy, Chairman		Edward Pauer, Director	
Admissions	Lyans 120	Honors Programs	
Undergraduate: Charles Nolan, Director		Arts and Sciences: Albert Folkard	Gasson 111
Graduate: Department Chairpersons		Education: Associate Dean Edward Smith	Campion 104A
AHANA	Gasson 104	Management: Ronald Pawliczek	Fulton 100
Danold Brown, Director		Housing	Rubenstein
Arts and Sciences	Gasson 103	Richard Collins, Director	
William B. Neenan, S.J., Dean	Gasson 109	Instructional Leadership and Admin. Program	McGuinn 603
John Harrison, Associate Dean	Gasson 109	Vincent Nuccio, Director	
Marie McHugh, Assistant Dean	Gasson 109	Law School	Stuart M309
Henry McMahan, Assaciate Dean	Gasson 109	Richard Huber, Dean	
Biology Department	Higgins 321	Law Department	Fulton 403
Janathan J. Goldthwaite, Chairman		William Hickey, Chairman	
Center for East Europe, Russia and Asia	Carney 201A	Library Reference Department	Bapst
Thomas J. Blakeley, Director		John C. Stalker, Chief Reference Librarian	
Chemistry Department	Devlin 218A	Management	
Jeong-Long Lin, Chairman		John Neuhauser, Dean	Fulton 405
Classical Studies Department	Carney 124	Justin Cronin, Undergraduate Associate Dean	Fultan 314
David Gill, S.J., Chairman		Marketing Department	Fulton 303
Computer Sciences Department	Fulton 406	Michael P. Peters, Chairman	
James Gips, Chairman		Mathematics Department	Carney 317
Counseling Psychology Program	McGuinn 314	Paul R. Thie, Chairman	
Francis Kelly, Directar		Music Program	St. Mary's House, Newton
Counselors	Gasson 108	Olga Stone, Directar	
Sandra Crump	Gasson 108	Mary Dineen, Dean	Cushing 203
John Hennessey	Gasson 108	Laurel Eisenhauer, Undergraduate Chairwoman	Cushing 218
Weston Jenks	Fulton 201	Dorothy Jones, Graduate Chairwoman	Cushing 220
Christine Merkle	Campion 301	Organization Studies Program	
Anne Pulsifer	Campion 301	James L. Bowditch, Director	Fulton 215
David Smith	Gasson 108	Philosophy Department	
Wendy Sobel	Campion 301	Joseph Flanagan, S.J., Chairman	Carney 272
Eugene Taylor	Fulton 205	Physics Department	
Curriculum and Instruction Program	Campion 202	Robert Carovillano, Chairman	Higgins 355
Lillian Buckley, Director		Political Science Department	
Coordinators:	Campion 202	David Manwaring, Chairman	McGuinn 200
Elementary, Lillian Buckley	Campion 10	Programs for Women	
Media Specialist, Fred Pula	Campion 312	Margaret Dever, Director	St. Mary's House, Newton
Reading Specialist, Jahn Savage	Campion 219	Psychology Department	
Science Education, George Ladd	Campion 303	Randolph D. Easton, Chairman	McGuinn 349
Secandary Education, Raymond Martin		Religious Education Program	
Dean of Admissions, Records and Financial Aid	Lyans 106	Robert Daly, S.J., Acting Director	31 Lawrence Ave.
Jahn Maguire, Dean		Romance Languages and Literature Department	
Economics Department	Carney 132	Vene Lee, Chairwoman	Carney 333
Richard W. Tresch, Chairman		Slavic and Eastern Languages Department	
Education	Campion 103	Michael Connolly, Chairman	Carney 236
Mary Griffin, Dean	Campion 104A	Social Work Graduate School	
Edward Smith, Assaciate Dean	Campion 103	June Hopps, Dean	McGuinn 132
Melissa Harton, Assistant to the Dean (Graduate)		Sociology Department	
Educational Foundations Program	Campion 310	Lynda Holmstrom, Chairwaman	McGuinn 416
John Walsh, Directar		Special Education and Rehabilitation Program	
English Department	Carney 450	John Eichorn, Directar	McGuinn B14
Joseph Appleyard, S.J., Chairman		Deaf/Blind Program, Sherril Butterfield	
Evening College	Fulton 317	Visual Handicapped, Wilma Hull	
James Waads, S.J., Dean		Speech Communication and Theatre Department	
Finance Department	Fulton 310	Donald A. Fishman, Chairman	Lyons 214B
Walter Greaney, Chairman		Student Accounts and Loans	
Financial Aid	Lyans 210	Joyce King, Directar	Mare 302
Robert Turner, Directar		Frank Martin, Credit Administrator	More 302
Fine Arts Department	Barry 216	Katherine Rosa, Loan Supervisar	More 302
Marianne W. Martin, Chairwoman		Patricia Palleschi, Acct. Supervisar	Mare 302
General Management Program	Fultan 219	Summer Session	
John W. Lewis, Directar		George Fuir, S.J., Dean	McGuinn 221C
Geology and Geophysics Department	Devlin 203	Theology Department	
J. Christopher Hepburn, Chairman		Robert Daly, S.J., Chairman	Carney 418
Germanic Studies Department	Carney 325	University Registrar	
Christopher Eykman, Chairman		Louise Lonabocker, Registrar	Lyons 101
Graduate Arts and Sciences	McGuinn 221A	Elizabeth Strain, Service Caordinator	Lyons 101
Donald White, Dean	McGuinn 221C	University Chaplain	
George Fuir, S.J., Assaciate Dean		John A. Dineen, S.J.	McElroy 215
Higher Education Program	Campion 214		
Mary Kinnane, Director			

Academic Calendar 1981–82

FIRST SEMESTER

September	1 Tuesday	Faculty Convocation.
September	2 Wednesday	Classes begin for graduate students.
September	7 Monday	Labor Day—no classes.
September	8 Tuesday	Registration for graduate students in Graduate Arts & Sciences, Management and the School of Social Work.
September to	15 Tuesday	No late registration after this date.
September	25 Friday	Columbus Day—no classes.
October	12 Monday	
October	19 Monday	Last date for C.A.E.S. and Master's degree candidates in the Graduate School of Arts & Sciences to file application in their department for December comprehensive examinations.
November	11 Wednesday	Veterans Day—no classes.
November	25 Wednesday	Thanksgiving holidays begin at noon.
November	30 Monday	Classes resume.
		All students in Arts & Sciences who plan to graduate in January must file for graduation in the University Registrar's Office.
		Final date for withdrawal from a course.
December	11 Friday	Last date for C.A.E.S. and Master's degree candidates in the Graduate School of Arts & Sciences to file application in their department for the February comprehensive examinations.
December to	12 Saturday	Examination period.
December	18 Friday	
December	14 Monday	Last date for turning in signed and approved copies of Master's Theses and Doctoral Dissertations.
December	19 Saturday	Christmas vacation begins.

SECOND SEMESTER

January	18 Monday	Second semester classes begin for graduate students.
January to	25 Monday	Registration for students in the Graduate School of Arts & Sciences, Management and Social Work.
February	2 Tuesday	
February	15 Monday	Winter vacation begins.
February	22 Monday	Classes resume.
February	26 Friday	All graduate students who plan to graduate in May must file for graduation in the University Registrar's Office.
March	22 Monday	1982–83 Bulletin and Course Schedule Booklets available at the University Registrar's Office.
April	7 Wednesday	Easter vacation begins at the close of classes.
April	13 Tuesday	Classes resume.
April	19 Monday	Final date for official withdrawal from a course.
April	23 Friday	Patriot's Day—no classes.
May to	6 Thursday	Last day for turning in signed and approved copies of Master's Theses and Doctoral Dissertations to the University Registrar's Office.
May	12 Wednesday	Examination period.
May	23 Sunday	Baccalaureate ceremony.
May	24 Monday	Commencement.

